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AUTHOR Kelly, Leonard
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ABSTRACT

In the fall of 1981 Kendall Demonstration Elementary School issued to its teachers new curriculum guides in four areas: Language Arts, Social Studies, Science, and Mathematics. In Language Arts the implementation was more comprehensive than in the other areas. This report describes curriculum evaluation activities conducted at Kendall during academic year 1981-82. The report first summarizes the array of evaluation activities that were conducted and indicates the sequence in which they are reported. The report then lists the major findings and the recommended courses of action resulting from the evaluation activities. The contents of this section substantially benefited from the suggestions of the team members in each of the four curriculum areas, and a number of their recommendations have already been implemented. Additions beyond these have been made to the Language Arts recommendations, based on recent analyses of the data. The remainder of the report and appendices explore the individual evaluation activities, their focuses, procedures, results, and implications. (PN)

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Curriculum Evaluation
at
Kendall Demonstration Elementary School
1981 - 1982

by

Leonard Kelly

Instructional Development and
Evaluation Center

Gallaudet College
Washington, D.C.

October, 1982

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0. Introduction

In the Fall of 1981 Kendall Demonstration Elementary School issued to its teachers new curriculum guides in four areas: Language Arts, Social Studies, Science, and Mathematics. In Language Arts the implementation was more comprehensive than in the other areas. For in addition to adopting a new curriculum guide, teachers were introduced to a new philosophy of reading and writing instruction: the Whole Language Approach. This massive shifting of materials and methods from the drawing board to the classroom prompted an accompanying desire to determine how they would be used and how they could be improved. Hence, the introduction of these innovations included a substantial component devoted to formative evaluation.

This report describes curriculum evaluation activities conducted at Kendall during academic year 1981-82. The information in the report and its arrangement draw heavily on the organization of the evaluation itself that was suggested by Dr. John Convey of the Catholic University of America in his July, 1981 memo to Dr. Saif and which is provided as Appendix A of this report. The beginning of the present report first summarizes the array of evaluation activities that were conducted and indicates the sequence in which they are reported below. This section, called Summary of Evaluation Activities, provides a structure to help the reader assemble and integrate the diverse information that follows.

The report then lists the major findings and the recommended courses of action resulting from the evaluation activities. The contents of this section are substantially the same as the information contained in a memo dated September 17th and presented to the KDES leadership on September 20th. That September 17th memo had benefited from the suggestions of the team members in each of the four curriculum areas, and a number of their recommendations have already been implemented. Additions beyond these have been made to the Language Arts recommendations based on recent analyses of the data.

The remainder of the report (the majority of it) explores the individual evaluation activities, their focuses, procedures, results, and implications. This section, the Expanded Account of Evaluation Activities, provides the details of the evaluation. But to make its reading less onerous while still informative, many bits of supporting minutiae have been consigned to appendices. The Appendices include, for example, each of a number of interim reports (January 7th, February 5th, June 18th, September 20th) that have already been used to share results and/or recommendations.

This report in its entirety has not benefited from the comments of the curriculum team members who, as mentioned, provided considerable assistance for the most recent interim report. Any major action taken on the basis of the present report, without eliciting their reactions, would be premature.

1.0. Summary of Evaluation Activities

1.1. Evaluation of the Curriculum Guides

Two techniques were used to gather information that would later provide direction to revisions of the four guides.

1.1.1. Teacher Feedback

A system for eliciting Teacher Feedback information was used to gather teachers' page-by-page suggestions for improving the guides. Each teacher selected one guide on which to provide feedback. For each learning objective that was attempted in the classroom, the teacher was asked to comment on the accompanying learning activities, materials, and evaluation strategies presented in the guide. Most teachers used a form for reporting their reactions, although individual and group interviews and a marginal notation system also provided response opportunities. The original plan called for gathering of this data four times per year, beginning on December 4th, 1981.

1.1.2. Teacher Sentiments

A 24-item Teacher Sentiments questionnaire was used twice during the year to gather teachers' summarized feelings about the same guide components that constituted the focus of the Feedback process. As planned the Sentiments form revealed the parts of each guide that were perceived in the most and least favourable light. The Teacher Sentiments form, which was anonymous, also asked teachers to express how often they used the guides. Each teacher was asked to complete a Teacher Sentiments form for each guide issued to him/her at the beginning of the school year. Specialists, therefore, who taught only one subject completed one Sentiments form while teachers in the Primary and Pre-School Departments were asked to complete as many as three or four Sentiments forms.

1.2. Evaluation of the Language Arts Program

In addition to the evaluation of its guide through the methods described above, the Language Arts component of the curriculum received an additional investment of evaluation resources.

1.2.1. Evaluation of the Implementation of the Whole Language Approach

In past years a number of Kendall teachers had been using the Whole Language Approach (developing reading and writing competence in a meaningful context rather than in isolation) but 1981-82 was the first year in which school-wide adoption became policy. Evaluation activities took three forms: gathering reactions to the training, estimating the completeness with which the instructional practices were implemented, and describing present student performance in Language Arts.

Evaluation of the Training Process

Teachers received group pre-service training in the Whole Language Approach for approximately two days when they returned to school in the early Fall of 1981. At the completion of training, they used a three page questionnaire both to evaluate their personal competence with respect to each training objective and also to identify the noteworthy features of each training session. Further individual training was provided as two separate days of in-service by the Language Arts facilitators, Leslie Lewis, Martha Manson, and Flo Vold. Margaret Hallau developed a two-page questionnaire that tapped teachers' perceptions of those in-service sessions.

Evaluation of Use of the Whole Language Techniques

The extent to which teachers actually adopted essential Whole Language practices was evaluated through the Levels of Use technique (Hall, Loucks, Rutherford, and Newlove, 1975). Each teacher who had received training participated in an individual, structured interview in the late Spring. As originally planned, the classifications of teacher performance stemming from the interview results would provide, over time, a basis for interpreting student performance in Language Arts.

1.2.2. Student Performance in Language Arts

Student performance was described as comprehensively as possible in terms of several measures:

- Cloze Passages. Students' competence in making integrated use of semantic and syntactic cues, a critical target competency listed in the Language Arts guide (Objective RP-6, page 51 of the guide), was inferred from their ability to complete Cloze Passages. The Cloze Passages were a series of nine reprinted stories, written at appropriate readability levels from which every fifth word had been deleted prior to reprinting. Students were scored on the basis of the meaningfulness and syntactic form of the words that they inserted in place of those deleted.

- Story Retelling. Another critical objective in the Guide is the students' ability to provide signed/spoken accounts of independently read stories.
Teachers evaluated each account using a standard technique for eliciting responses and a common scale for scoring them. Like the Cloze task, Story Retelling used stories written at readability levels appropriate for each child.

- Language Competence. The variety and complexity of each child's linguistic repertoire was assigned a P-Level, a numerical classification of language competence made jointly by the classroom teacher and the language specialist.

- Student Expressed Sentiments Toward Reading. Personal interviews with a random sample of approximately half of the students in the Primary and Elementary Departments revealed their perceptions of reading, reading instruction, and their own reading strategies.

- Teacher Perceptions of the Student's Inclination to Read. Teachers expressed their perceptions of how often each child voluntarily favored reading as an activity during independent activity periods.

- Advancement in the Scott Foresman Reading Unlimited Series. Teachers reported initial and final reading levels for the year; this allowed calculation of each student's progress among the 24 levels of the reading series used throughout the school.

- Stanford Achievement Test. Various sub-tests of the SAT-HI constituted sources for estimating general reading competence.

The scaled score achieved for each selected sub-test was used (vs. Percentile Rank or Grade Equivalent) as the relevant measure because of its reputed superiority in estimating growth.

2.0. Major Findings/Conclusions/Recommendations Resulting from the Evaluation

This section of the report presents a sketch of the significant findings and courses of action resulting from the evaluation activities. As mentioned above, it draws heavily on a memo dated September 17th, 1982 and presented to Dr. Saif on September 20th. Preparation of that memo included consultation with the principal participants in each of the four curriculum areas: Carolyn Ewoldt, Margaret Hallau, and Martha Manson in Language Arts; Barbara Riggs and Carol Cooper in Science; Bette Landish and Don Mahoney in Social Studies; and Phil Mackall in Mathematics. Further discussion of the results in any of the four areas will beneift from their participation and insights.

This section of the report comprises four parts, one for each of the content areas; each part provides Major Findings/Conclusions and consequent Recommendations. Some of the recommendations have already been implemented. The information in this part of the report is intended only to provide a quick summary of the evaluation results. In that way it is akin to the preceding section, which provides an overview of the evaluation activities. The detailed findings and support for the different recommendations appear later in the section entitled Expanded Account of Evaluation Activities.

2.1. Mathematics

2.1.1. Major Findings/Conclusions

Teachers reported less than frequent use of the Mathematics Curriculum Guide. Teachers indicated that they relied instead on a favored textbook series to guide their daily instructional planning and classroom practice. They also expressed some confusion regarding the relationships among the objectives in the Guide. In certain skill areas, for example Geometry, it was observed that materials and activities were lacking. In addition, in a number of cases, there was a perceived lack of consistency between the objectives listed in the guide and the test items presently available in the textbooks.

Not all was unfavorable. Teachers have consistently applauded Phil Mackall's efforts to make the Guide more usable. When the initial version was issued in the Fall of 1981, exhibiting a number of deficiencies, he personally undertook revision and an improved form of the Guide was distributed to the teachers in early December of that year. Concurrently he produced what have been described as "conversion sheets", lists that show the comparability of focus between the sections of the Math Guide and the components of the textbooks that are being used in the school.

2.1.2. Recommendations

- Develop criterion-referenced test items that match the objectives in the Guide.
- Develop a "map" that displays a possible sequence of objectives.
- Hold workshops/sharing sessions for teachers demonstrating use of the Guide, generating additional activities, and presenting common themes.
- Monitor and evaluate use of materials and activities.
- Evaluate the scope and sequence rating (A,L,R) for each objective within each department.
- Evaluate existing MRC materials and purchase new materials for Math areas (such as Geometry) that are presently under-supplied.

2.2. Science

2.2.1. Major Findings/Conclusions

This Guide and its evaluation suffered from sporadic use by teachers. Teachers reported teaching only 73 of the 128 objectives listed in the Guide. Most of those attempted in class were confined to the lower levels of the Piagetian scheme, Pre-operational and Transition to Concrete. In addition to this limitation, certain content strands of the Guide received relatively little attention. Unpopular strands included Climatology and Oceanography (36% of the objectives were tried) and Geology (24%) in contrast to Human Reproduction (90%). Teachers expressed difficulty coordinating the Guide's objectives with the textbooks and materials available in the school and reported that the Guide was used rarely or never as a tool for their planning of lessons. In the early Spring, Barbara Riggs developed conversion sheets relating the Guide to the various textbooks.

2.2.2. Recommendations

- Continue the evaluation this year to provide additional feedback.
- Encourage teachers to progress through an entire Piagetian level in all content areas before moving to a higher level.
- Promote use of conversion sheets that show parallels between the guide and available textbooks.
- Cross-reference objectives to show how teaching of one objective promotes others simultaneously.
- Involve teachers in clarification of sub-objectives that are subordinate to terminal objectives.
- Identify or purchase materials and generate activities and units to supplement the textbooks now available.
- Make departments aware of competencies expected of students as the children exit each department.

2.3. Social Studies

2.3.1. Major Findings/Conclusions

Prompted by the intensity of teacher exasperation expressed in the December 1981 data collection, the Social Studies Guide became the focus of an evaluation/revision effort that was separate and different from the other three curriculum areas. In January, Bette Landish and Sara Gillespie began to address teachers' concerns; these included concern that the Guide's 60 objectives were too broad, frustration that the Guide did not relate to a favored textbook series, observations that units on deaf culture were lacking, and feelings that the Guide's activities were unsuited to the language level of their students. Bette and Sara augmented this information with teacher interviews and then set about revising the Guide. Many of the original shortcomings have already been corrected.

2.3.2. Recommendations

- Evaluate the revised Guide.
- Collect teacher generated activities related to the Guide's objectives.
- Continue the refinement of the Guide pursuant to the revision goals identified by Bette Landish and Sara Gillespie.

2.4. Language Arts

2.4.1. Major Findings/Conclusions

At the conclusion of the school year, the faculty expressed their acceptance of the Whole Language approach. The teachers who were using all of the recommended techniques, however, were somewhat in the minority. Some seemed unaware of the problem; others openly confessed their need for additional advice. Teacher comments and student performance suggested that adoption of the approach was easier for teachers of the better reading students. Frequency of teacher use of the curriculum guide seemed unrelated to either the teacher's level of implementation or his/her favorable perceptions of the guide's characteristics. Teachers expressed satifaction with the training that they received, although a number made comments late in the year that they would have preferred more systematic follow-up training during the second semester. These observations do not pertain to the Middle School department, in which a much more gradual implementation was planned.

Substantial data on students were collected during the year, especially in the Spring. Because teacher adoption of the Whole Language teaching practices was incomplete, however, it would be inappropriate to interpret student performance in light of teacher methods. Certain of the measures, notably the Cloze procedure, Story Retelling, and the P-Level assessment exhibited measurement value in addition to their descriptive/diagnostic properties.

2.4.2. Recommendations

- Because the Whole Language technique was not fully implemented last year, it seems appropriate to evaluate it this year, as implementation becomes more complete.
- Specify the role and expected use of the curriculum guide.
- Demonstrate how the Whole Language techniques can be adapted to help low-achieving students.
- Find ways to overcome common teacher logistical problems such as missing re-telling protocols.
- Augment the writing dimension of the Whole Language approach.
- Now that teachers are becoming more comfortable with Whole Language it may be opportune to specify more clearly to all departments the desired array of teaching practices. Also helpful would be a system for encouraging, monitoring, and refining teachers' use of these practices in all departments.
- Continue using Retelling Scores, Cloze Scores, and P-Levels as indicators of competence in Language Arts.

3.0. Expanded Account of Evaluation Activities

This section of the report provides a more complete description of each of the evaluation activities. Among the information routinely provided for each activity are items such as the focus of that evaluation activity, the rationale, the procedures, the results, and recommendations.

3.1. Evaluation of the Curriculum Guides

Pursuant to John Convey's plan, strategies were implemented to gather formative evaluation information on each of the four new Curriculum Guides.

3.1.1. Procedures

Planning

In the middle part of September a committee was formed to plan the different evaluation procedures. Except in Language Arts, membership of the original committee was designed to include one content person and one evaluator for each discipline. The representatives for each of the content areas were the following:

- Mathematics: Phillip Mackall (content specialist)
  Richard Sinatra (evaluator)
- Social Studies: Bette Landish (content specialist)
  Barbara Kannapel (evaluator)
- Science: Angela Bednarczyk (content specialist)
  Barbara Riggs (evaluator)
- Language Arts: Leonard Kelly (evaluator).

Also included in the regular meetings of this group were Dr. Saif and John Convey. Margaret Hallau and Carolyn Ewoldt also participated in the decision-making of this group. In addition to including evaluation and content expertise, this group enjoyed the perspective of a teacher (Phil Mackall) and a supervisor (Angela Bednarczyk).

After a series of meetings spanning approximately a month and a half, this group produced a number of results that would guide the conduct of the evaluation:

The scope of the evaluation was defined for each of the four areas. After some attempt to identify appropriate measures of student learning and affect in Mathematics, Social Studies, and Science, it was decided to limit the evaluation of these three areas to a review of the guides. In Language Arts, wherein planning had been proceeding during the preceding summer, the evaluation included the measurement of student learning and teacher implementation in addition to the guide review.

Forms were designed and printed for teacher use in the review of the guides. The Teacher Sentiments questionnaire was used for all four areas and is shown in Appendix B.1 on pages 58-59 of this report. The 24-item Sentiments form elicited general feelings related to the different components of the guides: the learning objectives, the activities, the materials, the classroom evaluation techniques, etc. A second form, the Teacher Feedback form, also focused on the different components of the guide. Unlike the Teacher Sentiments form, however, this instrument asked for specific comment on all of the guide parts related to each learning objective that was attempted in class. Because of idiosyncrasies in the format of each guide, the design of the Teacher Feedback form for each of the four guides was unique. Also, since parts of the Language Arts guide were intentionally left unnumbered (to avoid inadvertently suggesting a rigid sequence of activity to the teacher), the Feedback "form" for that guide was not an actual piece of paper. Rather, it was a set of instructions of how to use the guide itself as a form by making marginal notations in a prescribed manner. Each Feedback form is included in Appendix B. The form for Mathematics is on pages 60-62 ; Social Studies is on pages 63-66 ; Science is on pages 67-72 and the instructions for Language Arts appear on page 73.

While designing these forms, the evaluation committee was also formulating a data collection schedule. The gathering of Feedback data was originally scheduled to occur four times during the year: December 4th, 1981; January 23th, 1982; March 19th; and May 14th. The Teacher Sentiments questionnaire was scheduled for completion twice during the year, December 4th, 1981 and May 21st, 1982.

Each teacher's role and responsibilities in the yearlong evaluation were also determined by this committee. The group drew heavily for this task on the advice of the teacher (Phil Mackall) and the department supervisor (Angela Bednarczyk) who were also functioning as content specialists. Proposed teacher duties were reviewed by the AMT-SMT group. It was decided that each teacher would complete one Feedback form on the guide of choice. Dr. Saif produced, with help from the department supervisors, a list of teacher preferences that was used to allocate their tasks. Second, each teacher was asked to complete the Teacher Sentiments questionnaire form (a form that is far less onerous than the Feedback form) for each guide in his/her possession. Teachers were originally informed of these responsibilities through a letter that provided an overview of the entire evaluation and inventoried the nature and timing of each of their tasks including those related to the more in-depth Language Arts evaluation. A copy of that overview letter appears in Appendix B.7 on page 76.

To train teachers in the purpose and use of the evaluation forms, a single representative of the evaluation committee visited each of the department meetings, provided samples of completed forms, and demonstrated their use. This training was supplemented by a follow-up personal interview between each teacher and the evaluator for that teacher's content area. During that meeting, the evaluator provided a packet of forms and completion instructions for the entire year, resolved confusions related to procedures, and recorded any initial reactions to either the evaluation or the guide itself. This session was the final preparation for data collection.

Data Collection

The day of the first data collection occurred on December 4th, a professional day for the faculty at KDES. To facilitate the teachers' recording process, Bette Landish set aside an hour of in-service time for completion of the forms in groups composed of numbers of teachers responsible for the same Feedback form. Teachers had received instructions to return their completed forms to their supervisors by the end of that day.

Results of the First Collection. The full results of the first data collection were reported to Dr. Saif in early January in a report entitled Summary of Teacher Sentiments Toward Curriculum Guides Based on the First Data Collection. that document appears as Appendix C.1 of this report on pages 78 to 94. The summary includes item-by-item descriptive statistics for the

Teacher Sentiments forms for each of the four curriculum areas. Also provided are free response comments made by the teachers in the space provided on the Teacher Sentiments form.

The Feedback data were not included in that Summary but were managed somewhat differently in each curriculum area in preparation for the revisions for which they would eventually provide direction. In Language Arts, the teachers' marginal comments and suggested changes were each dated by the evaluator and the guides returned to the teachers. In Science, Barbara Riggs began transferring the teachers' comments from their Feedback forms onto a single master copy of the Science curriculum guide. Phil Mackall inspected the teacher comments as part of his on-going process of preparing for his second revision of the Math guide. In Social Studies, Barbara Kennapell and Bette Landish inspected the teacher suggestions.

The Sentiments forms were designed to help the teachers to summarize their overall feelings about the guides. Based on this collection, several trends were evident among the teachers' perceptions of each guide. First, as a group the teachers expressed sentiments that were somewhat non-committal: neither intensely critical nor strongly accepting of the guide and their components. The teachers also expressed their limited use of the guides as tools in their routine instructional preparations. The comments and suggestions provided on the Feedback forms did not, in most cases, provide extensive ideas for making improvements.

Problems Identified in the First Data Collection. The response rate for Teacher Sentiments forms was 62% and for Teacher Feedback, 67%. Dr. Saif and Dr. Tiktin were informed of the limited return in a memo, dated January 7th, 1982, that emphasized the need for intervention prior to the next scheduled data collection. That memo is included in Appendix C.2 beginning on page 95 of the report. Suggested courses of action were provided as a basis for discussion.

Meetings were scheduled to discuss the problem and it was decided that Dr. Deninger would write a memo to the faculty emphasizing the importance of their contributions and urging more complete participation during the next data collection. A synopsis of the data from the first collection accompanied that memo, showing how teacher comments had already been used to plan improvements in the guides. Dr. Deninger's memo and the data synopsis are included in Appendix C.3 on page 99 of this report. To allow teachers the time to read that memo and report, it was decided to postpone the second planned data collection from the original January 28th date to February 12th. On that date, Feedback forms were the only items scheduled for completion.

All expected forms were received on February 12th and the quality of information, especially in Mathematics, was higher than the first data collected. Those Feedback data were channeled, as before, to the appropriate contact people.

In-Process Changes in the Evaluation. It is appropriate at this point to identify the changes or needs for change that had become apparent by the time of the second data collection. Richard Sinatra had left Gallaudet by this time and Phil Mackall had assumed responsibility for evaluation of the Math guide. He was provided with data gathering and data analysis support as needed.

Based on the results of the first data collection, the Social Studies guide, as mentioned earlier, became the focus of an evaluation that was separate and different from the study of the other three guides. Bette Landish and Sara Gillespie undertook interviews with a sample of teachers and, in conjunction with their own thorough review of the guide, began making revisions. It was jointly agreed at that time that Barbara Kannapell, originally assigned as the evaluator on the project, would reduce her involvement to a consultative role.

After the second data collection, it also seemed appropriate to evaluate the quality of the information that had been collected. Since opportunities for data collection still remained, it seemed prudent to consider whether or not future revision efforts would be adequately directed by the kind of information that had been collected. In Language Arts it was noted that a number of teachers had inspected and commented on the entire guide as part of the first data collection. Their notations during the second data collection were consequently more limited.

In Math, Phil Mackall, who would be revising the guide, felt that the Feedback form did not elicit the kind or volume of information that would best assist his revision work. As part of his effort to implement the guide, Phil had already been conducting individual sessions with teachers on a regular basis. It was decided that he would continue to be sensitive to teacher comment on the guides during the sessions. The Feedback gathering in Mathematics would then culminate in a structured group interview on the May 28th professional day.

To draw better responses, a similar sequence was used in Language Arts: teacher interviews in late March followed by a group session on May 28th attended by the teachers responsible for giving Feedback on the Language Arts guide. Teacher input was prompted with a number of "stems" like:

"One change that would make the guide more helpful to a new teacher is...?

The remaining stems are included in Appendix B.6 , page 74. Although this session was reduced to one hour by the early release of the teachers on that Friday before Memorial Day, the teachers agreed to make comments on their own in response to each stem and to return them the following week.

In Science, Barbara Riggs preferred to continue use of the original Feedback forms. As before, she transferred the teacher comments from the Feedback forms onto the master copy of the Science guide. The final Science Feedback forms and the second wave of Sentiments forms for all areas were scheduled for collection on May 28th. After the distribution of follow-up notes during the succeeding week, almost all of the forms were in hand by June 4th.

3.1.2. Results of the Evaluation of the Guides and Conclusions

Results of Sentiments and Feedback

Sentiments Results. The Teacher's Sentiments responses were summarized after the May 28th collection to show the average and most frequent responses to each of the 24 items on the questionnaire. These responses appear in table form as Appendix C.4-6 on pp. 110 to 118 . Included in those tables are the teacher responses to the same items, collected on December 4th, 1981. This juxtapositioning of the two sets of responses allows assessment of shifts in teacher opinion that might have occurred throughout the course of the year as the guides became potentially more familiar to the teachers.

- Mathematics Guide: Favorable perceptions for which there was reasonable consensus among the 16 respondents were the following:

  - The objectives were both sensitive to student development and complete;

  - The teaching/learning activities were convenient to use and they matched the objectives;

  - The recommended materials were relatively easy to find (in the MRC);

- The students enjoyed the activities and teachers sensed the opportunity to be creative;

- The program is based on sound theory.

Strong unfavorable comment was limited to the expression of need for more activities. In spite of this apparent acceptance of the guide, teachers reported using it only "sometimes" for their instructional planning.

- Science guide: The ten teachers responding to the Sentiments form for the Science guide had the following favorable perceptions:

  - The set of objectives is both complete and sensitive to student development;

  - The students seemed to enjoy the suggested activities;

  - The program seems based on sound theory and the curriculum has an apparent theme.

Based on these comments, teachers seemed to appreciate the structure provided by the Piagetian cognitive scheme.

Unfavorable comments focused on the activities components of the guide:

- There are not enough activities;

- The activities required too many resources.

Use of this guide was somewhat low. The averaged teacher used the guide rarely; four said that they never used the guide.

- Language Arts Guide: The 16 teachers who completed the Language Arts Sentiments form had several favorable perceptions:

  - The objectives seem sensitive to student development;

  - The activities match the objectives;

  - The students enjoyed the activities;

  - The guide provides an opportunity for teacher creativity

- The program is based on sound theory.

Unfavorable observations included:

- The evaluation methods are not helpful in deciding what to work on next with a student.

- The record system is not effective.

The teachers said that, on the average, they rarely used their Language Arts Guides in planning instruction. Finally, there was reasonably strong sentiment that more teacher training is needed in order to implement this curriculum.

- Social Studies Guide: No data were collected on the Social Studies guide beyond the first collection date. This was consistent with the decision to treat Social Studies differently than the other three guides.

Feedback Results. The Feedback data from the guides were too eclectic and voluminous in form to summarize and report here. Barbara Riggs completed the transfer of all Science Feedback information onto a single guide. The concentration of comments on specific page locations was intended to attract the attention and intervention of the revision team. Phil Mackall had reviewed all of the Math Feedback forms and had collected the remarks from the group interview that he conducted on May 28th.

The Language Arts Feedback information was provided to the revision team in several forms. First, the team received the wall chart containing comments made during the group interview on May 28th. Second, they received the written suggestions prompted by the "stems" in the week following the group session. Finally, the Language Arts guides were collected from the six teachers assigned to make Feedback notations in the margins. These separate guides were also given to the revision team. In retrospect, it would have been more convenient for the team if the contents of the six guides had been transferred to a single guide. In contrast to the Science team, this was the source of a complaint made by the Language Arts revision team. These sentiments were noted on a questionnaire eliciting the team's assessments of the quality of the information that they received from the evaluation. The teams seemed reasonably satisfied with the information that they received. A copy of that questionnaire is included as Appendix D.7 on pages 130-131.

Conclusions Regarding Evaluation of the Guides

Simultaneous distribution of four guides limited the amount of teacher time and energy that could be devoted to each. Even though each teacher was asked to give Feedback data on only one guide, many were required to be familiar enough with all of the guides to give reasoned responses on the Sentiments form. In short, the evaluation of the guides gave teachers considerable additional responsibilities beyong their teaching duties.

From the beginning there was the hint that the guides were not being used regularly. Teachers in many cases had apparently already planned on using a favored textbook series as the basis for their planning. The guides, arriving as they did, all at once, just as the children were starting school, did not present a readily adoptable alternative. The suspicion of low use was confirmed during the first data collection when teachers reported infrequent use of the guides.

The low use did not portend well for the effectiveness of the evaluation because the evaluation procedures assumed that teachers were providing instruction that was directed by the objectives of the guides. If teachers' experience with the guides was somewhat limited, their comments and suggestions would be correspondingly superficial. It seemed that the revision teams could not anticipate adequate information for their efforts. As a result there was considerable concern during the middle months of the year.

In retrospect, it is appropriate to explore whether evaluation information ever surfaced that was sufficient to produce revisions that would eliminate obvious flaws in the guides and, consequently, promote teacher use of the revised guides.

The four revision teams were originally scheduled to meet on campus during nine days in the middle part of July. Each team benefited from the membership of individuals who brought to the revision task their own unique insights regarding the nature of the assignment.

The teams seemed to have all the evaluation information that they could use. Visits to their meetings showed persistent, systematic work in progress. The use of the teacher Feedback was evident. In some cases, they did not complete the desired revisions in the time allotted and an additional work period of several days was provided. The end of the work period seemed to be dictated more by the printer's deadline than the execution of the final possible revision. The quality of their efforts will certainly be evident in the new versions of the guides.

The improvements in the guides, however, provide no guarantee that their frequent use by teachers will result. Further analysis of the Teacher Sentiments data indicated that a teacher's use of a guide had little relationship to a favorable perception of the guide's components (clear objectives, sufficient activities, appropriate materials, etc.). One teacher equated a good curriculum guide with the family dictionary: although it is a quality document, its use depends on the need for information. In Language Arts especially, this suggests that as a teacher's intuitions in the Whole Language approach become more refined, there will be a commensurate reduction in the need to use the guide regularly. Use of the Science, Math, and Social Studies guides may also be need-initiated rather than routine. It may be of considerable value to specify the conditions during which teacher use of a curriculum guide is expected.

3.2. Evaluation of the Language Arts Program

The Language Arts Program received evaluation beyond the study of its curriculum guide. This past year, the Program was being implemented on a school-wide basis. For the first time it became a school policy to use the techniques of the Whole Language approach for developing reading and writing in context. The methodology is described in detail in the Language Arts curriculum guide. Briefly stated, the approach urges teachers to develop skills in the context of meaningful situations instead of artificial isolation. The evaluation of the program had two major components: evaluation of implementation and evaluation of student learning. The former was an attempt first to explore how teachers were helped through training and encouragement to adopt the prescribed procedures, and second, to determine how completely they were using the various practices. The evaluation of Student Learning tried to describe as fully as possible the present state of students' Language Arts performance. Originally it was hoped that evidence of teacher adoption of the techniques would allow a more informed interpretation of student performance. In the event of successful adoption, student performance would allow appraisal of the effectiveness of the Whole Language approach.

3.2.1. Evaluation of Implementation

This section of the report describes the evaluation of the training and the evaluation of use of the Whole Language procedures.

Evaluation of Training

Teachers received pre-service training for two days immediately upon their return to KDES in the Fall of 1981; they also received three cycles of in-service: two formal days of instruction in the first semester and then on-going contact or access to a trainer during the second semester.

Pre-Service Training. Under the guidance of Margaret Hallau, a number of training sessions were offered to teachers during their first days back, following summer vacation. The pre-service was designed to present ideas and skills in a non-threatening manner. These days would provide introductions to the competencies that would later be refined during the in-service cycles.

The leaders and topics of the sessions gave teachers a varied exposure to the Whole Language Approach. This is evident from the list of sessions:

Session Title	Leader(s)
General Sessions:	
Family Feud Game	Mike Deninger
Using Materials	Margaret Hallau
Miscue Analysis	Carolyn Ewoldt
Language Development	Margaret Hallau and Flo Vold
Small Group Sessions:	
Classroom Use of Miscue Analysis	Carolyn Ewoldt
Readings in the Content Areas	Carolyn Ewoldt
Writing Programs	Tom Bull, Martha Manson, and Leslie Lewis
Developing Language	Flo Vold
Department Goals	Margaret Hallau and Carolyn Ewoldt

- Procedures for Evaluation of Pre-Service Training:

Teachers were asked to evaluate each session that they attended by completing the questionnaire which is included as Appendix D.1 on pages 119 to 121 of this report. The first part of the questionnaire required the teachers to evaluate their own knowledge of various topics related to the Whole Language approach. At the conclusion of the final session, they performed this self-appraisal by responding twice to the series of 11 statements that constitute Part I of the questionnaire. In the first response round, they summarized the state of their knowledge prior to training; in the second wave of responses, they evaluated their post-training understanding of the topics.

In Part 2, the teachers used a checklist format to indicate their favorable and unfavorable feelings about the different sessions.

- Results:

The responses of 42 teachers were collected and tabulated. The frequencies of teacher responses for every response option for Parts 1 and 2 are typed directly onto the sample questionnaire, Appendix D.1. To render the data from Part I more interpretable, values were assigned to each response option, means were calculated for both pre- and post-responses to the 11

statements, and differences between pre- and post-means were evaluated using t-tests. The table that appears as Appendix D.2 on page 122 explains this process further and displays the results.

The pre-/post differences that teachers observed in themselves were all statistically significant. The teachers were responding anonymously to the questionnaire so it can be assumed that they were not selecting socially acceptable responses to effect conformity. In addition to showing that the teachers felt good about their training, the post-training average responses provided a basis for identifying skill areas where teachers felt least accomplished. Statement #3, which addressed miscue analysis, had the lowest average response (4.0) indicating the teachers' relative confusion regarding that topic. P-Levels, the focus of statement #8, had an average (4.1) that was only slightly higher, suggesting that it too was an area of concern. All of these data were given to Margaret Hallau for her planning of the in-service cycles.

In-Service Training. In-service training was conducted primarily by Leslie Lewis, Martha Manson, and Flo Vold. Leslie and Martha concentrated on showing the teachers how to set up their classrooms so that they were consistent with the Whole Language approach. They also explained the story retelling process. Flo specialized in explaining the language assessment procedure that yielded each child's P-Level. Teachers were given two days of released time (one in October, one in November) to meet with the Language Arts facilitators for training. The training consisted of discussions of procedures, observation of videotapes, and attempts to apply the method to the classroom of the teacher-in-training.

The training was not limited to these two first semester sessions. The two facilitators taught KDES students for one-half of the day, applying the techniques for others to observe. In addition, Leslie Lewis and Martha Manson each had a group of teachers assigned to them for on-going contact and advice during the second semester.

- Procedures for Evaluation of In-Service Training:

Evaluation data on Training Cycles 1 and 2 were gathered by two questionnaires composed by Margaret Hallau. These are included as Appendices D.3-4 on pages 123 to 126 of this report.

- Results of In-Service Training Evaluation:

Means and frequencies were calculated for teacher responses to all of the items on both questionnaires. The table appearing as Appendix D.5 on page 127 displays the summarized responses of 13 of the approximately 20 teachers trained during Cycle 1. The data indicate teachers' highly favorable perceptions of the help that they received. They felt among other things that they could use the information that they received and that the training was sensitive to what the teachers already knew.

The data from Cycle 2 were equally glowing. These are also displayed in table form as Appendix D.6 on pp. 128-9 of this report. According to the teachers' remarks, both training cycles were consistent with the favorable trend that began with the pre-service training.

Evaluation of Teacher Use

Comprehensive evaluation of the Language Arts program required verification that designated instructional practices had been implemented properly in the classroom. The Levels of Use technique seemed appropriate for this purpose. In a complete review of implementation measurement strategies, Fullan and Pomfret (1977) describe the Levels of Use as "...the most sophisticated and explicit conceptualization of the fidelity orientation (comparison of actual to intended use) to assessing degree of implementation..." (p. 355). In the present case, the task comprised examination of the fidelity between classroom use and prescribed use of Whole Language practices.

The Levels of Use technique makes use of a structured interview with the teacher to gather data on his/her use of an educational innovation. Drawing on the teacher's account, the interviewer inventories the essential practices that the teacher is and is not using. If the teacher fails to include one or more of the components of a general practice, the interviewer probes, providing an opportunity to answer, without leading the respondent. An article describing the Levels of Use technique and listing the components of the structured interview are included as Appendix E.1 on pages 132-8. It is also possible to rate teachers on the way that they use the components of an educational practice. Briefly stated, the more that a teacher's exact manner of using a technique seems influenced by concern for the student, the higher the rating for that teacher's Level of Use. The majority of the interview questions are designed

to evoke teacher self-revelation regarding his/her use of the technique. Responses are normally audiotaped and rated at some later time for the Level of Use that they reflect. In the present evaluation, the Level of Use technique promised to provide an estimate of teacher implementation, allowing a more informed interpretation of student learning measures. The results would also suggest areas where additional training or encouragement might be needed.

Procedures: This included two stages.

- Identification of Practices and Components: Through a series of meetings with Leslie Lewis, Martha Manson, Margaret Hallau, and Carolyn Ewoldt, three representative Whole Language practices were identified as the appropriate focus of the formal Levels of Use interviews. The practices are story retelling, introduction of a story, and promotion of prediction skills. Essential components, constituting desired use of each practice, were also specified. The team identified the teacher performances necessary for successful execution of each of the three practices. These essential components would serve as an interviewer's checklist. Teachers would be probed if they did not include a certain component in their accounts of how they used a technique. Teachers would not see the checklist during the interview.

  The two Language Arts facilitators provided the basis for a second strategy for gathering information. They inventoried the methods that they introduced during their training sessions in Cycle 1 and Cycles 2. These methods formed a 31 item questionnaire. This appears as Appendix E.2 on page 139 of this report. The teachers would complete this questionnaire, indicating use or non-use of each instructional practice, at the conclusion of their interviews.

- The Interviews: The Levels of Use interviews were scheduled with the 18 teachers who had received the training during Cycles 1 and 2. This did not include the Middle School teachers. The one-hour interviews were conducted during the week of May 25th. An interpreter assisted during the interviewing of deaf teachers and all teachers agreed to have their remarks audiotaped so that they could be analyzed later, consistent with the Levels of Use methodology. Also, according to plan, the teachers completed the

31-item questionnaire at the conclusion of the interview.

Results. Table 1. displays the percentage and number of the 18 teachers interviewed who were identified as users of the specified components of the practice, story retelling.

Table 1 : % and Number of Teachers Using Components of Story Retelling: Spring, 1982 (N=18)

Components of Story Retelling	%(Number) of Teachers Using
*1. Choose a story on an appropriate experience level	61% (11)
*2. Outline the story and assign point values to the different elements.	50% (9)
*3. Tell students that they will be asked to retell the story after reading.	72% (13)
*4. During a retelling, encourage the student to tell all he/she knows about the story.	94% (17)
*5. Follow-up with open-ended questions or optional prepared probes.	83% (15)
*6. Score retelling, adding additional points to a student's score for information provided by the child but not included in the outline.	50% (9)
7. Do group retelling, letting each child add a new piece to the accumulated information	56% (10)
8. Do informal retellings without scoring.	33% (6)
9. Use props to facilitate retelling.	22% (4)
* Essential Components: All are needed for appropriate story retelling.	

These data indicate that a substantial percentage of teachers are not yet identified as complete users of story retelling. Only half of the teachers are identified as users of practices #2 and #6, both of which relate to the handling of points related to the story retelling process. Component #4 is the only retelling component that seems to be performed almost unanimously by the teachers interviewed.

Table 2 : % (Number) of Teachers Rated at Each Level of Use for Story Retelling: Spring, 1982 (N=18)

Levels of Use	%(Number) of
Non-Use: Not using or planning to use.	11% (2)
Orientation: Finding out what use involves	6% (1)
Preparation: Has set a date to begin	6% (1)
Mechanical Use: Bothered by day-to-day problems of use	33% (6)
Routine: Program running smoothly and no changes anticipated	22% (4)
Refinement: Making changes to better help the student	22% (4)
Integration: works with others to improve service to students	0
Renewal: Tries the technique then discards it for an alternative	0
Not Doing: Using the technique but not functioning in the category	0

Because the teachers seemed to view story retelling as an innovation with a well defined set of components, it was possible to conduct the full Levels of Use interview for that practice. Table 2 displays the percentage and number of teachers who were rated at each of the Levels of Use.

These data show that four teachers (those at the levels of Non-Use, Orientation, and Preparation) are not yet using story retelling. For six teachers (33%) story retelling presented a variety of logistical problems. During the interviews, these teachers said that finding or generating the proper scoring protocols and managing the other children, while one child was retelling a story, often presented difficulties. Four teachers conducted story retelling without problems; they are routine users. Another four have made changes in the story retelling process so that it better fits the needs of their students. One teacher spoke of a student's reluctance to retell a story because he thought the teacher already knew the plot. Recognizing the child's desire for a natural audience, the teacher arranged for the child to retell the story to one of his classmates. The teacher, seated within reasonable proximity, could monitor the process and still appraise the quality of the student's story account.

The components constituting the practice of story introduction also failed to achieve unanimous use among teachers. Table 3 displays the data related to use of the story introduction components.

Most striking about this practice is the observation that only one teacher uses story vocabulary in an experience discussion prior to reading. Only 17% (3 teachers) stated that they intentionally evaluate each child's predictable independence while reading a story. Most of the other components were in the stated repertoire of approximately one half of the teachers.

Table 3 : % and Number of Teachers Using Components of Story Introduction Spring, 1982, (N=18)

	Components of Story Introduction	% (N) Using
*1.	Assess prior experience of the student(s).	61% (11)
*2.	Supply real and/or vicarious experiences where necessary.	61% (11)
*3.	Use story vocabulary in experience discussion.	6% (1)
*4.	Urge students to use pictures, title, etc. to predict what the story will be about and to set a purpose for reading.	56% (10)
*5.	Determine the extent to which each child should be expected to read the story independently.	17% (3)
*6.	Assign the story to kids who can handle the material independently	6% (1)
*7.	Encourage kids to work without teacher help.	44% (8)
*	Essential Components: Required for appropriate story introduction.	

The data related to promotion of prediction skills were somewhat more encouraging, as indicated in Table 4.

Table 4 : % and Number of Teachers Using Components of Promoting Prediction Skills Spring, 1982 (N=18)

Components of Promoting Prediction Skills	%(Number) of Teachers % (N) Using
*1. Urge students to use titles, pictures, first paragraph to make early predictions about a story.	56% (10)
*2. Accept any guess at first	56% (10)
*3. Ask students to confirm the accuracy of their predictions.	78% (14)
*4. Encourage predictions at different levels: word, paragraph, story segment.	61% (11)
5. Elicit predictions a number of times during the same story, if appropriate.	33% (6)
6. Encourage prediction of non-academic events: "Do you think Johnny will return to school on Friday?"	50% (9)
* Essential Components	

All of the essential components are being used by more than half of the teachers. Confirmation of predictions was the most popular component; it is used by 78% of the 18 teachers. It is important to note, however, that all four essential components are required for appropriate execution of this task. There are a considerable number of teachers who did not include at least

one of these essential elements. It also became evident that this and the preceding practice were perceived more as generic strategies (things that all teachers do) than as well-defined innovations. Hence, the full formal Levels of Use rating was not possible.

Conclusions Related to Implementation

These data suggest that the Whole Language approach was not fully implemented during 1981-82. A substantial number of the essential components of the Whole Language practices were not reported to be in regular use among the teachers.

In the interview, teachers sometimes expressed an awareness that they were not proficient enough to use a technique correctly. Hence they were reluctant to use it. Others were unaware that they were not doing a required technique correctly. In responding to the questionnaire at the conclusion of the interview (these summarized responses appear in Appendix E.3 on pages 142-143, seven of the 18 teachers said that they were not using retelling results to guide a child's later instruction. In fact, one of the primary purposes of conducting story retelling is to assist instructional decision-making.

The incomplete adoption should not be interpreted as blatant resistance to the innovation. The tone of teachers' responses during the Levels of Use interviews indicated that they were very willing to use the techniques; in some cases they were just unsure of how to use them properly. This was especially true of the teachers who were responsible for the younger or less advanced children. Because their students were not independent readers, the teachers had a difficult time orchestrating some of the in-context activities. The teachers of more advanced students, on the other hand, seemed to be more comfortable with using the techniques. This trend suggests that, at this early stage of adoption, student competence had more of an influence on adoption than adoption had on student competence.

Teachers also expressed a wish for more systematic training during the second semester. They indicated this in the Levels of Use interviews and on their May responses to the Teacher Sentiments questionnaire. This desire for training or advice may have been partly the result of their self-perceived difficulties. Also contributing, however, may have been their favorable recollection of earlier training sessions. The teachers perhaps remembered how helpful training could be. Whatever the source of their expressed training needs, it is apparent that teachers are willing to invest portions of their schedules when the quality of the

assistance is high. Recommendations resulting from these observations of the implementation have been included as section 2.4.2. of this report.

3.2.2. Student Learning in Language Arts

At the start of the year, it was reasoned that an effective program would show impact on Student Learning. The higher the level of teacher adoption of the recommended practices, the more likely that learning would be influenced. The recency and incompleteness of the adoption described in the preceding section of this report, however, suggests that it would be premature to give the Whole Language approach undue credit (or blame) this year. The treatment was not sufficiently in place to consider its effect on student growth.

Nevertheless, the data collected this Spring do serve to summarize the state of student learning at a time when the Whole Language approach is still in relative infancy. A full description of the children's collective Language Arts competence might provide a basis for future comparisons, as the Whole Language approach becomes more deeply entrenched. Data on a variety of student measures were collected at two points in time (December, 1981, and May, 1982). Because of the data collection difficulties described earlier, the information collected in December was incomplete. After appropriate precautions were taken, more complete data were collected in May and these alone are reported below.

The relevant measures, which are listed and defined in section 1.2.1.3. (page 3) are presented in several forms. First, for each measure, raw means are displayed to show what an average performance really looks like. There was also an attempt to provide some basis for evaluating the acceptability of an individual child's performance relative to the different measures. A number of the measures (Cloze scores, SAT scores, Retelling scores) already have in place standards that separate acceptable from unacceptable performance. These standards are used, where possible, to show the proportion of students who met levels of performance that were generally identified as acceptable by some source external to this population.

Finally, to determine the porportion of students demonstrating locally acceptable performance, standards were calculated for each of the three departments, Primary, Elementary, and Middle School. To arrive at the standard, each supervisor was asked to identify those students who were doing acceptable , although not superior work in Language Arts. Once the acceptable students had been identified, the average scores on each measure were calculated

for each department. The means of those acceptable students constituted the department standards of acceptability.

Before proceeding to an examination of each measure, it is worth noting that a number of the reading measures are individualized. Students are reading materials, especially during the Cloze and Retelling measurement, that have been identified as possessing appropriate topics, vocabulary, syntactic complexity, and conceptual load for that child. In general, the older students are reading more demanding materials than the younger children at KDES. Student A may get an 18% Verbatim score in a Level 9 Cloze passage; student B may supply 25% Verbatim responses in a Level 4 Cloze passage. The higher score for Student B does not confirm competence in reading that is higher than Student A. The data suggest only that Student B is functioning better than Student A in reading material that their respective teachers have judged to be appropriate for them. It is important to note that students can exhibit competence no matter what the level of the passage that they are reading.

Where possible, analyses have been conducted to evaluate the goodness of each measure. This is especially true of the Cloze procedure which is new to the school. The results of these analyses are reported within the section devoted to each measure.

Cloze Passages

The Whole Language Approach is intended to help readers become sensitive to meaning and structure cues that are present in print. The emphasis of this competence is represented in Objective RP-6, page 51 of the Curriculum Guide. Competent readers are able to integrate this semantic and syntactic information to predict what will appear next in a reading passage. Because they have a good idea of what might appear next, skilled readers require less visual information from the page itself to confirm the accuracy of their predictions. Their short term memories are relieved of a considerable burden and higher level processing and prediction is perpetuated.

The Cloze technique (Taylor, 1956) was chosen to measure students' sensitivity to semantic and syntactic cues. In the conventional application of the Cloze technique, a reading passage is first selected at the student's reading level. Then every fifth word is deleted from the passage and the passage is reprinted with blanks of equal size appearing in place of the deleted words. The first paragraph of the passage is printed intact to give students a reasonable sense of context. The student then completes the passage by attempting to restore the words that he/she thinks were deleted from the original passage. In the conventional scoring procedure, students performance is measured by the raw total or percentage of restorations that are verbatim, i.e. identical to the word that was deleted from the original passage. This procedure has been used successfully to measure the reading competence of the hearing

impaired by Moores (1967), Ewoldt (1977), and La Sasso (1978). Given the apparent match between the Cloze measurement technique and the target reading competency, the Cloze technique was adopted for use in the Language Arts evaluation.

Procedures and Administration. First administration: Application of the Cloze technique began with Dr. Ewoldt's identification of reading passages that would be suitable for conversion into the Cloze format. She found nine such passages on different levels of a basal reading series that was not being used in the school. She also compared each of the nine passages to the books of the Scott Foresman Reading Unlimited series (used throughout KDES) and identified the Scott Foresman books that had approximately the same complexity and experience level as each of the nine passages. Appendix F.1 on page 144 includes a list equating the nine Cloze passages to the Scott Foresman levels.

The passages from the basal readers were typed on plain white paper and, consistent with the Cloze technique, every fifth word was deleted and replaced by a blank line of standard length. The number of deletions per story ranged from 31 in the lower level passages to 100 in the more advanced stories. The pictures from the original sources were photostated and appropriately positioned in the Cloze passages.

Scoring: Frequently, in responding to a Cloze exercise, a student will insert a word that is not the same as the deleted word, yet is still entirely consistent with the meaning of the original passage. For example, the word "car" might be inserted in the space originally occupied by "automobile". Responses such as these seem to reflect the target competency, yet according to the traditional Cloze socring procedure, they would not be counted in the student's favor.

Given this apparent loss of information, Dr. Ewoldt proposed a new set of scoring procedures designed to tap more fully students' semantic and syntactic competence. Dr. Ewoldt's procedures include the traditional Verbatim response but also require an appraisal of each student response by a judge who would decide if responses that were not Verbatim might still be viewed as acceptable. Judges would classify each response in terms of its meaning and its form. The possible categories for scoring each response which are more fully explained and illustrated with a student excerpt as part of Appendix F.2 on page 146 were the following:

- Meaning: Non-Verbatim responses could be classified as one of the following:

  Meaningful in the Passage: A response was classified in this way if it was consistent with or preserved the meaning of the full passage.

  Meaningful in the Sentence: This category was open to non-Verbatim responses that were judged meaningful in the sentence but not consistent with or preserving the meaning of the full passage. A response was judged Meaningful in the Sentence if it completed a meaningful sentence.

- Form: Non-Verbatim responses could also be classified as one of the following:

  English Form: This category was for responses that were judged to be syntactically acceptable English.

  Sign Form: This classification was considered for responses that were judged not to have English form. The response would have had appropriate syntax, if it had been signed. Again, this scoring procedure was intended to measure more completely the student's reading competence.

Administration: In mid-October teachers had been informed of their data collection responsibilities, including administration of the Cloze passages to the students in their classes. In early December they received directions on how to administer the passages. These directions for teacher administration are attached as Appendix F.1 . They were asked to administer the passages on December 4th. An individual packet of test booklets were distributed to each teacher several days before that date; each student received the Cloze booklet that appeared to be closest in difficulty to the child's current level of work in the Scott Foresman series.

Student and teacher initial reactions to the Cloze passages were not favorable. Only four teachers completed the administration task according to schedule. This was part of the pervasive difficulty encountered during the first data collection as described earlier. In addition, teachers complained that their students were frustrated by the passages because the children had had little experience with the Cloze technique.

Results of First Administration: The teachers' initial administration of the passages was completed several weeks after Christmas. Inspection of the completed passages indicated that teachers had adapted the administration instructions somewhat;

it was apparent that the teachers had administered the passages in different ways. Many students did not complete the passages. This variation in testing conditions coupled with the incompleteness of the data suggested that this first administration served primarily as what has been called a "shakedown administration". This was a time to identify necessary refinements in our administration procedures. Two needed changes were apparent. First, in future testing teachers would be relieved of the responsibility of administering the passages. Instead, a representative of the Language Arts team would give the test. Second, given the students' and teachers' apparent unfamiliarity with the Cloze technique, it seemed advisable to demonstrate to teachers the value of the Cloze technique as a teaching tool.

Analysis of the First Administration: Once the completed passages were collected, the responses were transferred onto coding sheets and then scored. All of the responses from the first administration were scored by either Dr. Ewoldt or her graduate assistant. Their work allowed calculations of the percentage of each student's responses that fell into the following categores: (1) Verbatim; (2) Judged Meaningful in the Passage; (3) Judged Meaningful in the Sentence; (4) English Form; (5) Sign Form. These percentages were then correlated with the student's Stanford Achievement Test performance from the preceding Spring. The strength of these relationships (not reported here) suggested that the Cloze passages were tapping into reading skill. Based on these trends in the data and also due to the face validity of the technique mentioned above, it seemed appropriate to administer the Cloze passages again in the Spring.

Spring Administration. Procedures: Prompted by the experiences of the first administration, the Spring administration included a number of procedures that went beyond the testing that had occurred earlier in the year. These are listed below in stepwise fashion.

- Approximately one month prior to testing, each teacher was visited personally by the program evaluator. During the visit, each student's performance on the earlier Cloze passages was explained to the teacher. Second, each teacher received a copy of the pamphlet, "Clozing In", which explained how to use the Cloze technique for instructional purposes. Third, each teacher was asked to suggest changes in either the testing procedures or in the materials themselves that would improve the measurement. Finally,

the teacher provided the information on each child's reading level that would be used to designate the appropriate Cloze passages.

- The passages were prepared again. For the second administration, however, an alternate form of each passage was created by deleting different words from the original version. In this way, even though some students were given the same passage a second time, they were confronted with a novel task in each administration.

- A team of people was assembled and trained to administer the passages. The team consisted of Leslie Lewis and Martha Manson (Language Arts facilitators) and Barbara Kannapell, Barbara Riggs, and Julie Carter from IDEC. A copy of the administration instructions appears as Appendix F.3 on pages 149-151 .

- A team of people was assembled and trained to score the passages. This team consisted of Barbara Kannapell, Margaret Hallau, Jackie Maeder, Barbara Riggs, and Jim Kearney, all from IDEC.

- The passages were administered during the week of May 17th, the responses were transferred onto coding sheets, scored, and, finally analyzed.

Results: As mentioned earlier, since a substantial number of the Whole Language practices have not yet been fully adopted, it seems premature to evaluate the Whole Language approach in light of student performance. Anticipating the eventual acceptance of the method, the analyses satisfy the need for a baseline description of student performance on Cloze passages as a possible basis for future comparisons.

To provide descriptive data on Cloze performance, reported below in Table 5, average percentages of students' responses are classified into each of the scoring categories. Recall that each student worked on a Cloze passage that approximated his/her reading level. In addition, the lower level passages had fewer deletions than those at the upper levels.

Table 5: Cloze Performance:
Average Proportion of Students' Responses
in Each Scoring Category (N=96)

Category	Proportion
Verbatim	18%
Judged Meaningful in Passage	23%
Judged Meaningful in Sentence	10%
Judged English Form	21%
Judged Sign Form	14%

From these data it is apparent that the students were not totally disabled by the Cloze task. On the average, 18% of the responses were identical to those deleted from the original passage; 23% were judged to be consistent with the meaning of the passage. In other words, 41% of the responses - almost half - were considered consistent with the meaning of the passage. 21% were judged to have English form. With the 18% Verbatim response rate, this meant that 39% of the responses had English form.

Without context, however, these percentages had little meaning. Hence, as mentioned above, each student measure was compared to a departmental and an external standard of acceptability. Again, in the departmental comparison, students' percentages for each category were compared to the average performance of those students (approximately 10 for each department) appraised as doing acceptable but not superior work in Language Arts. Table 6 on the following page displays the percentage of students who achieved Cloze scores that were at least equal to their department's standard of acceptability.

Table 6: % (Number) of Students
Achieving Departmental Cloze Standards
Spring, 1982

Cloze Category	% (Number) Achieving (N=96)
% Verbatim	40% (38)
% Meaningful in Passage	32% (31)
% English Form	42% (40)

As much as the raw percentages displayed earlier indicate that these students are not completely unskilled in the Cloze task, the data in Table 6 show that the opportunity for improvement still exists. For the Verbatim category, 40% of the students performed at a level that at least equalled performance of the prototypic acceptable students. The Total % Meaningful in the Passage category (the sum of the Verbatim and the Judged Meaningful categories) shows that of the 96 students in the sample, only 32% equalled or exceeded the standard for acceptable performance that had been calculated for their respective departments. The responses of 42% of the students, fewer than half, achieved a level of English form that was considered acceptable. In short, a substantial number of the students demonstrated difficulty with the Cloze task even when compared with other Deaf students. Again, it appears that these students' sensitivity to syntactic and semantic cues is not yet fully developed.

Comparisons of the students' performance to a standard that has been used to evaluate the performance of hearing students in Cloze passages presents a picture that is somewhat bleak. Bormuth (1968) said that a student should be able to restore 44% of the words that had been deleted from a passage written at the student's instructional level. This implies that a Verbatim response rate that is lower than 44% reflects sub-par performance. Six per cent of the students sampled were able to meet or exceed the 44% Verbatim standard. A second use of the Bormuth standard was more encouraging. When each student's

Judged Meaningful in the Passage score was added to the Verbatim score, 43% of the 96 students equalled or surpassed the 44% standard. Again, this is a somewhat relaxed interpretation of Bormuth's intent. Even so, more than half of the students failed to meet the criterion.

Performance of the Cloze Technique: The data produced by the Cloze task suggest that there is substantial opportunity to develop students' sensitivity to syntactic and semantic cues. This is one of the primary objectives in the Language Arts curriculum guide. To examine whether the Cloze scores were valid reflections of Language Arts competence, correlations were calculated, summarizing the relationship between the Cloze scores and each of several other measures of Language Arts skill presently used at KDES. Because it was necessary to separate the student sample into groups according to Cloze level, the resulting correlations are probably somewhat unstable. In each level of Cloze passages, however, the scores showed a moderate to strong relationship with measures such as Story Retelling, P-Level, and SAT Reading Comprehension. For level five of the Cloze passages, the level used by the most students and thus the level with the most stable correlation coefficients, the Cloze scores showed a correlation of .66 (.001) with the SAT Comprehension sub-test, .67 (.001) with the P-Level, and .39 (.04) with the Story Retelling (Significance levels appear in parentheses). In short, the Cloze technique does seem to be tapping into Language Arts competencies in addition to enjoying a close match with the critical objective in the Language Arts curriculum guide: sensitivity to semantic and syntactic cues.

Scoring of the Cloze passages according to the procedures devised by Dr. Ewoldt is no small chore. It is therefore worth considering whether or not the resources required to appraise and classify each non-Verbatim response are justified by the additional information that results from the analyses. If the additional effort does not produce a refined estimate of student competence, the scoring process could be shortened somewhat by scoring each response as merely Verbatim or non-Verbatim, the latter being considered an error.

The scoring procedure devised by Dr. Ewoldt, in which each non-Verbatim response is judged for meaning and form, seems to make a substantial contribution to the estimate of a child's competence. The following excerpt from a child's responses illustrates. (Words deleted from the original passage appear in parentheses below the blanks).

71, 72 "I say (yes)," another said, "is there any (no)
73 respect any more for people (the) aged? Since when
74, 75 does the (a) child go in comfort and (while)
76 his father's feet are coveret (covered) with dust?"

It is apparent that this student had a full understanding of this segment of the passage. Each of the responses was judged Meaningful in the Passage although only one, #76, was Verbatim. The student's rate of meaningful response was 100% instead of 16%. Again, the judgmental system gave credit for apparently competent performance.

In their scoring practices, the six raters seemed to support the intuitive appeal of the system. Although the vast majority (82%) of the students' responses were non-Verbatim, (errors in a traditional Cloze scoring procedure), the raters found on the average that 40% of non-Verbatim responses were meaningful. In addition, on the average, 43% of the non-Verbatim responses had English or Sign Form. These data suggest that the rating process allowed additional student competency to emerge.

The raters used the judgment categories in a systematic way. On a sample of 100 responses rated by all raters, they showed substantial agreement as to whether or not a response fit the requirements of one or more of the four judgment categories. The raters agreed an average of 82% of the time as to whether or not a response was Meaningful in the Passage; 81% on Meaningful in the Sentence; 79% related to English Form; and 82% agreement on their Sign Form classifications. The training that these raters received was not extensive, due to time constraints. It is conceivable, therefore, that additional practice and/or instruction will enhance even further rater skill in deciding whether or not a response has meaning and/or appropriate form.

The resources required to implement this scoring procedure do not seem excessive given the apparent benefits that result. The whole Cloze undertaking requires a variety of tasks:

- printing of the passages;
- administration by the team;
- responding by the students;

- transfer of responses to coding forms;
- scoring of the responses.

The vast majority of energy is expended during the first four stages. It would seem wasteful to limit the final stage, scoring, to only an inventory of which responses were Verbatim. The additional information provided by the rater judgments seems to justify the more involved scoring process.

Conclusions Related to Cloze Activities: The Cloze procedure was adopted because of its apparent match with a critical objective of the Language Arts curriculum (RP-6, page 51 of the Guide) which relates to student integration of semantic and syntactic information to construct meaning from print. Results of the spring Cloze testing showed that the students, though generally unfamiliar with the Cloze task, were not totally incompetent in their ability to insert responses that had appropriate meaning and form. The novel scoring procedure proposed by Dr. Ewoldt seemed to facilitate the emergence of competent student performance without an undue investment of resources. Beyond the immediate evaluation purposes of the Cloze procedure, it pormises to have considerable diagnostic and instructional value.

Student performance on the Cloze task indicated however, that there is an opportunity to improve students' sensitivity to semantic and syntactic information. Fewer than one-third of the students supplied meaningful responses at a rate that was equal to their department's standard of acceptability. It is hoped that as teachers move beyond the initial adoption stages of the Whole Language strategies, they will promote their students' competence, as reflected in higher Cloze scores. The data related both to teachers' level of adoption and student Cloze performance provide the opportunity for that trend to emerge in the future.

Story Retelling

Rationale: The student's proficiency in retelling an independently read story in his/her own words is one of the most stressed objectives in the Language Arts guide (Objective RP-4, page 49b of the guide). The section of this report that discussed implementation described the considerable energy devoted to promoting teachers' use of the retelling technique. (The steps in the procedure are also listed there). In addition to providing diagnostic information to help instructional planning, the process also yields a score for each retelling.

The teacher uses a retelling protocol (a schedule indicating point values associated with various story components) to quantify each student's ability to recount a story in his/her own words. A copy of a retelling protocol is provided as Appendix G.1 on pages 152-153 of this report. Given the systematic nature of this process and the importance of the retelling objective, it was decided to include retelling as a criterion. Hence, in late May, teachers were asked to provide two recent story retelling scores. These scores were collected on the data collection sheet, titled Student Learning Measures: Language Arts. This is included as Appendix G.2 on page 154 of this report.

Results: One retelling score was gathered for each of 64 students; 52 of these had a second score as well. It should be recalled that each child was reading a story that was judged by the teacher to be appropriate for the individual. Many different levels of stories are therefore included in these data. The results are summarized in three ways: average raw scores, comparison of scores to department standards, and comparison of scores with Carolyn Ewoldt's effectiveness scale. Table 7 displays the average point totals (out of a possible 100 points) for each of the two sets of scores collected.

Table 7: Average Story Retelling Scores, Spring 1982

	Average Score (100 maximum)
Retelling #1	55 (based on 64 students)
Retelling #2	50 (based on 52 students)

These data indicate that the students scored approximately half of the points available in the protocols. Additional context for evaluating the quality of each child's performance was achieved by comparing scores to the three department standards. Table 8 on the following page displays the percentage and number of students who achieved the score that constituted their department's standard of acceptability.

Table 8: % and Number of Students Achieving Departmental Standards for Story Retelling

	% (Number) of Students
Retelling #1 (N=64)	39% (25)
Retelling #2 (N=52)	42% (22)

The data indicate that somewhat less than half of the students achieved retelling scores that were equal to the performance of the prototypic acceptable student. This suggests, as does the Cloze performance, that there are opportunities for improving performance.

A final analysis classified each student's performance according to the ranges of performance devised by Carolyn Ewoldt. Dr. Ewoldt's paradigm is as follows:

Score Range		Performance Classification
1 to 24	-	Ineffective
25 to 39	-	Moderately Effective
40 to 49	-	Effective
50 and above	-	Highly Effective

Using this system, each child's score was classified. Table 9 displays the results:

Table 9: % and Number of Students Scoring in Each Category of Retelling Effectiveness Scale - Spring 1982

	Ineffect.	Mod.Eff.	Effect.	Highly Eff
Retelling #1 (N=64)	2% (1)	22% (14)	23% (15)	55% (34)
Retelling #2 (N=52)	4% (2)	25% (13)	21% (11)	50% (26)

From this data, it can be seen that in each of the two retellings, a full half of the students scored in the Highly Effective range. In fact, only three of the 116 reported retellings were scored in the Ineffective range.

Discussion of Retelling: Story retelling provides a systematic method of measuring competence that does not rely solely on direct questions. In this process, students have the opportunity to emphasize the story components that they feel are important, receiving appropriate credit for the volunteered information. The technique seems to have desirable measurement characteristics. Correlation coefficients were calculated using the performances of students for whom two scores were reported. These students were separated into groups that each had read stories on similar reading levels. The average correlation between the first and second retelling was .67, indicating reasonable stability of measurement. This is especially good since many of the teachers are in their first year of using the measurement technique.

Somewhat contradictory, however, are the data derived from the Departmental comparison (Table 8) and the Effectiveness Rating (Table 9). According to the Departmental standard, fewer than half of the students provided an acceptable retelling score. Use of the Effectiveness scale, on the other hand, found that only three (3) retellings were Ineffective. The departments seem to have relatively high expectations of their students. It would seem appropriate to alter both of these sets of standards somewhat so that a system, neither harsh nor generous, is available to the teachers.

Stanford Achievement Test

The reading components of the SAT were also included in the evaluation as a general measure of reading competence. These scores have some limitations as eventual indicators of the impact of the Whole Language approach. For one thing, there is slim chance that the SAT items tap the same objectives that are emphasized in the Language Arts curriculum.

Nevertheless, the SAT is acknowledged by many as a valid measure with which the school might be held accountable for its instruction. To gain some indication of whether or not the school is "cutting the mustard" in terms of the students' SAT performance, the scaled score of each child was compared to the

scaled score associated with the 50th percentile of that child's age group. The 50th percentile scaled score was assumed to be a reasonable standard of acceptability. This comparison was done for each of four components of the SAT: Reading A, Reading B (for students taking Levels 1 or 2 of the SAT), Vocabulary, and Comprehension (for students taking Levels 3, 4, or 5). The results for all age groups are summarized on Table 10.

Table 10: % and Number of Students Surpassing the 50th Percentile Scaled Score on Reading Sub-Tests of the SAT, Spring 1982

Sub-Test	% (Number) of Students
Reading Part A (N=39)	54% (21)
Vocabulary (N=38)	82% (31)
Reading Part B (N=39)	49% (19)
Comprehension (N=40)	82% (33)

The scaled scores of this sample of students indicate reasonably good performance on the SAT. No fewer than 49% (for Reading Part B) and as many as 82% (for Vocabulary and for Comprehension) performed better than the cut-off scaled score.

Student Sentiments Toward Reading

Consistent with Dr. Convey's plan, an effort was made to measure student sentiments toward the Language Arts Program.

Method: It was decided among the members of the evaluation planning team to use a structured interview to gather student sentiments. It was decided further that the Pre-School students would not be included because it was anticipated that their developing attitudes might still be somewhat ephemeral. The Middle School was not included because

implementation of the Whole Language approach had not yet been planned for that group of teachers. The Primary and Elementary Departments each have between six and eight reading classes. From each of these classes, three students were randomly chosen, i.e. approximately 20 students were selected from each department.

A 15-item interview protocol was developed that contained three kinds of items: items related to the students' perceptions of the Language Arts activities that they were experiencing, items focusing on the students' knowledge of their own reading strategies, and items attempting to measure the students' esteem for reading. That interview protocol is included as Appendix H.1 on page 156 of this report.

Barbara Riggs and Barbara Kannapell of IDEC conducted individual interviews with the students in early February, 1982. Although scheduling was difficult and aggravated further by early snow-related dismissals, all but one of the student sample were interviewed.

Results: Table 11 on the following page shows the results of the interviews. Appearing there are the average response and most frequent response for each of the 15 items.

Several of the aggregated responses are somewhat contradictory. The consensus agreement with items 9 and 15 suggest the strength of the students' favorable attitude toward reading. Their agreement with #7, however, (reading is mostly for learning) indicates a rather narrow view of the potential benefits of reading. Very revealing are the responses to items 4 and 11. These are items that ask students about their reading strategies. The most frequent response to item 4 was Almost Never, indicating that students are as yet unwilling to tolerate temporary uncertainty, continue their progress in a story, and get information from later context. Their agreement with item 11 demonstrates a similar preoccupation with surface level perfection. The Whole Language approach attempts to reduce students' compulsion to read every word correctly. These responses from a representative sample of students suggest that the opportunity is still present for the Whole Language approach to have an impact on student perceptions of the reading process.

Table 11: Student Sentiments
Toward Reading, February 1982 (N = 39)

Item	Average Response	Most Frequent Response
*1. I like to read on my own at home.	Sometimes	Sometimes
*2. I try to learn new words while I am reading a story.	Sometimes	Sometimes
*3. I try to guess what's coming up next in a story.	Sometimes	Sometimes
*4. I skip words that I don't know.	Sometimes	Almost never.
*5. I talk to friends or parents about what I read.	Sometimes	Sometimes
*6. I find out how a new word is used in a story before trying to explain what it means.	Sometimes	Sometimes
#7. Reading is mostly for learning.	Agree	Agree
#8. Most stories are not worth finishing.	Disagree	Disagree
#9. I would like more time for reading during school.	Agree	Agree
#10. My teacher knows how well I can read.	Agree	Agree
#11. It is important to read every word correctly.	Agree	Agree
#12. I usually understand what I have read.	Agree	Agree
#13. Reading should stop during the summer.	Not Sure	Disagree
#14. I like my teacher to read stories.	Agree	Agree
#15. Books are good presents.	Agree	Agree

* Response Choices were: Almost Always, Sometimes, Almost Never
# Response Choices were: Agree, Not Sure, Disagree

Other Measures

At the time of the May data collection, teachers were asked to supply data related to three other measures: advancement in the Scott Foresman Reading Unlimited series, P-Level, and selection of reading as an activity. The students' advancement in the reading series was determined by subtracting the reading level at which the student began the year from the level at the time of the data collection in May. P-Level was yielded by the language assessment strategy that the teachers had learned during their first semester training. The final measure, the student's selection of reading as an activity, was gathered by asking teachers to rate each student on a six point scale: 5 was equal to Always, and 0 was equal to Never. All of these data were entered by the teacher on the Student Learning Measures form, mentioned earlier.

Results: The summarized results are displayed below. Table 12 shows the average scores for each of the three measures. This provides an indication of the magnitude of each.

Table 12: Average Performance on Selected Measures of Language Arts Learning, Spring, 1982

Measures	Average Score (N=102)
Advancement in Reading Scores	1.24
P-Level (Median)	4+
Selection of Reading as an Activity	2.97

Students advance in the 24 levels of the reading series at the rate of slightly more than one level per year. The median P-Level is 4+ and teachers perceive their students selecting reading as an activity some of the time.

All of the data are rendered more meaningful by the department standards of acceptability. As with the earlier measures, each student's scores were compared to the standards of acceptability that had been determined for the appropriate department. The data resulting from this comparison are displayed on Table 13 on the following page.

Table 13: % and Number of Students Achieving Department Standards for Selected Measures of Language Arts Learning, Spring 1982

Measures	% (Number) Achieving
Advanced Reading	49% (50)
P-Level	40% (41)
Selection of Reading as Activity	37% (38)

These data suggest that about half of the students are making satisfactory advancement in the reading series. A smaller percentage (40%) achieved a P-Level that meets the standard of acceptability for their departments. Finally, 37% of the students were perceived as choosing reading as an activity as frequently as the prototypic acceptable student. Again, more than anything else, these data may serve as a basis for future comparisons as the Whole Language approach is used more routinely by the teachers.

4.0 Summary and Conclusions for 1981-82 Curriculum Evaluation

Although the major findings and recommendations of this evaluation have been presented before (see Appendices H.1 and H.2) this section of the report will provide a closing summary. The early stages of the evaluation suggested that teachers were not using the new curriculum guides with the frequency desired by the administration. Teachers had apparently grown accustomed to other resources that they were reluctant to discard. It was feared that the limited use would reduce the number of suggestions for improving the guides. In spite of this early concern, sufficient data were gathered to propel the summer revision effort of the curriculum teams.

In Language Arts, the implementation process went considerably beyond the distribution and promotion of the curriculum guide. For the first time, teachers were being introduced to the Whole Language philosophy of instruction in a comprehensive way. They reacted with considerable satisfaction to their training experience, both pre-service and in-service.

There were indications, however, that the teachers' adoption of the various techniques was not complete at the conclusion of the school year. The difficulties seemed most evident among teachers whose students were not independent readers. In the Levels of Use interviews, it became apparent that the students' skills had a major influence on their teachers' levels of adoption. Also apparent was the teachers' desire for further assistance or advice in using techniques that would be consistent with the approach and still practical for use with their students.

Given the incomplete implementation, it was not appropriate to evaluate the Whole Language approach in terms of student performance. The evaluation did, however, continue to gather measures of student learning. The Cloze technique was used in an innovative way with a fair amount of success. Further analysis may reveal which students are measured most accurately by the Cloze technique. In all of the measures, the students as a group exhibited a degree of proficiency while also demonstrating that there is room for further growth.

The evaluation itself used a range of techniques. None were more informative, however, than the personal contacts with teachers and students.

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5.0 APPENDICES

APPENDIX A: Convey Plan for KDES Curriculum Evaluation

July 22, 1981

To: Dr. Philip Saif

From: Dr. John J. Convey

Re: Evaluation Plan for KDES

The following is a preliminary plan designed to provide guidance for the monitoring of the implementation and the effectiveness of the KDES Program Guides in the areas of math, science, social studies, and language arts. Also, a preliminary plan for the monitoring of the demonstration program for language arts is presented. The time line included in the final section of this report indicates critical points in the monitoring system for both the KDES Program Guides and the demonstration program.

Monitoring of the Specific Content Areas

A. Purpose:

The purpose of this evaluation is twofold: 1) to monitor the implementation of the KDES Program Guides within each of the four content areas: math, science, social studies, and language arts; and 2) to assess the impact of the revised curriculum on teachers and students.

This evaluation can be viewed as four distinct subevaluations:

1. the evaluation of the Program Guides themselves;
2. an evaluation of the usuage of these Guides;
3. an evaluation of the impact of the implementation of these Guides upon teachers and teachers perceptions of the effectiveness of these Guides;
4. an evaluation of the implementation of these Guides upon students.

Each of these subevaluations are dealt with below.

1. An Evaluation of the Program Guides.

This evaluation involves an examination of the suitability of the objectives and the suggested activities, teaching techniques, materials, and evaluation procedures contained in the KDES Program Guides. Since the Guides have been carefully prepared, it is assumed that some preliminary evaluations have been conducted (at least informally). What remains is the need to obtain the evaluation of the users regarding these materials. As suggested in the plan submitted by Nancy Fones (7/13/81) this can best be handled by asking the teachers to indicate any problems that they preceive regarding the Program

Guides and/or to give any suggestions that they may have concerning the revision of these Guides. The feedback form suggested by Nancy Fones can form the basis for a form needed to facilitate the provision of this information without burdening the teachers unduly. A content analysis of this information should yield relevant categories after which frequency counts would be obtained. After assessing the potential seriousness of each suggestion (category) and the number of times it occurred, a judgment would need to be made concerning the revision of the Program Guides.

2. The Usuage of the Program Guides.

This evaluation involves gathering information concerning the times spent of each objective, and which of the suggested activities, teaching techniques, materials, and evaluation procedures were actually used by the teachers. The feedback system suggested by Nancy Fones can be used to facilitate the obtaining of this information from the teachers. The analysis of these data would consist of cumulative frequency counts by content area and by level. The results of these analyses would be added to the information obtained in the evaluation of the Program Guides as outlined above to determine the need for, and the type of, revision of the Program Guides.

3. Impact on Teachers.

This evaluation involves obtaining information concerning the effect of the usage of the KDES Program Guides upon the teachers, and the teachers' perceptions of the usefulness of these Guides. The information necessary for this evaluation could be solicited directly from the teachers and perhaps from the area supervisors. A short, Likert-type instrument might be devised for this purpose, and given to the teachers and supervisors four times during the year (mid first semester, end first semester, mid second semester, end second semester). Some issues that might be assessed are:

-general feeling of the teachers toward the Guides
-suitability of the suggestions contained therein
-ease of implementation
-any tedium experienced, especially additional work on the part of the teachers
-amount of preparation required
-desire to continue with the Guides
-assessment of the worth of the experience
-whether teachers felt adequately prepared to use the Guides

Appendix A (Cont'd)

At this point in the evaluation, information concerning the coordination of the Program Guides between levels and the sequencing of objectives within levels should be gathered. The teachers and area supervisors could be asked to respond to Likert-type items concerning the appropriateness of the sequencing of the objectives, whether the objectives and recommended activities, techniques, and materials are appropriate for the suggested level, whether sufficient time has been spent on important objectives, and so forth. These items could be combined into the same instrument with the items in the previous paragraph.

The analyses of these data would be basically descriptive: means and standard deviations by item, by subscale (if appropriate), and for total scores for each content area and each level.

4. Impact on Students.

This evaluation involves obtaining information about student progress on the objectives, on tests related to the objectives, on activities related directly and indirectly to the objectives, and on student attitudes. Some particulars are as follows:

-Student progress on individual objectives can be monitored using a feedback form similar to the one suggested by Nancy Fones.

-Assessment of classes of objectives can be obtained by using teacher-developed cumulative examinations (if this is common practice), or by teachers completing a checklist or observational form developed for particular activities.

-The monitoring of general skill development can be done using the results of the SAT-HI.

-An assessment of student sentiments toward the particulars of the program and the activities and materials used can be achieved by interviewing selected students individually or groups of students collectively. If the students are familar with brief rating forms, these could also be used to obtain feedback about attitudes toward the program.

The analyses of these data could be done by:

-examining the relationship between the prior ability/achievement as measured by the SAT-HI, the number of objectives mastered (or the percentage of objectives mastered), and subsequent test performance (as measured by performance on teacher examinations).

-examining the relative frequency distributions of the maximum number of objectives mastered by level and content area.

-performing a content analysis of the responses to the interviews (using descriptive statistics if Likert scales have been used) to determine the students' general satisfaction with the program and identify particular problems that are being experienced.

B. Instruments:

1. Feedback Form

The Feedback Form will record information concerning:

-student performance on each objective (mastery status and how achieved).

-amount of time spent covering the objective (probably in days or in days and hours per day)

-record of usage on the part of the teacher of the suggested materials, activities, and techniques.

-record of suggested revisions, including deletions and additions.

-any other comments.

One form is needed for each objective. If possible, the form should be limited to one page (both sides). The form will be returned to the evaluator after the completion of each objective or at some specified time. The form could be the same as, or similar to, the one suggested by Nancy Fones. The form needs to be finalized prior to August 26, 1981 so that the teachers can be briefed on its use and initial teacher reaction can be assessed.

2. Teacher/Supervisor Sentiment Measure

This instrument is intended to gather information regarding the sentiments of the teachers and the supervisors concerning the structure, implementation, and impact of the KDES Program Guides. This should be a brief (preferably) Likert-type scale (or checklist) assessing the relevant areas that were briefly describe in subevaluation 3 above. Two different forms of the instrument may be necessary. One for teachers who deal with the same content area all day, and another for teachers who deal with multiple content areas all day with the same children. This instrument might be administered four time a year (at least two time as a minimum) at the midpoint and end of each semester. This instrument would need to be developed prior to its first administration which would be approximately October 15th.

C. Evaluator Tasks:

1. Finalization of full feedback system including development of the feedback form.

2. Identifying important contextual and student variables, designing an appropriate data gathering and recording system, and begin gathering information concerning them.

3. Development of the Teacher/Supervisor Sentiment Instrument.

4. Designing an efficient cumulative data system for:

   -materials and time data from feedback forms
   -teacher recommendations and suggestion from feedback forms
   -student progress from feedback forms and other sources (tests, examinations, checklists, etc.)

5. Development of a brief interview schedule (or questionnaire) for use with the students.

6. Development of a brief interview schedule for use by key personnel near the end of each semester.

Monitoring of the Demonstration Program

The purpose of this evaluation is to monitor the implementation of the demonstration program for language arts, and to assess its impact. This evaluation consists of several aspects:

-whether the demonstration program achieved its immediate objectives.

-whether the program was perceived as beneficial by:

   a. the teachers of the program
   b. the teachers who attended the program
   c. supervisors and other administrative personnel.

-whether the program had any impact on the instructional techniques employed by its participants.

Each of these aspects are addressed in turn.

1. Objectives

After objectives are known and the program is assessed for its potential to meet these objectives, summative instrumentation depending on the nature of the objectives of the program would need to be designed. If the program has not been completely designed to date, the evaluator might assist in the design phase using a model like CIPP as a monitoring aid.

2. Perceptions

Perceptions can be assessed by a brief Likert-type instrument, and/or through interviews. Areas to be assessed might include, but are not limited to, the following:

-general level of satisfaction about the program
-whether appropriate skills have been stressed
-whether the instruction and examples used have been understandable
-whether examples have been relevant
-appropriateness of time spent on critical areas
-adequacy of coverage of critical areas
-any recommendations for improvement

3. Impact

Information concerning the transfer of the principles learned in the demonstration program to the techniques employed by the teachers in the classroom needs to be gathered and assessed. Both the teachers and observers of teachers would be appropriate data sources. The information could be obtained by means of a brief questionnaire or by interviewing.

Time Table

The time table presented below outlines the critical points of the evaluation of both the KDES Program Guides and the Demonstration Program which involve preparation deadlines, implementation dates, data collection dates, and data analysis deadlines. The decision points for the KDES Program Guides appear above the line while those for the Demonstration Program appear below the line. For the evaluation of the Program Guides (and thus the specific content areas) five decision lines are used. The General Level line refers to those activities which are necessary for the full coordination of the evaluation. The remaining four decision lines refer to specific activies involved with the Feedback Forms, Sentiment Measures, Cumulative File for Program Guides information, and Cumulative File for student data information.

SECOND SEMESTER: 1981 - 1982

GENERAL LEVEL	Begin Second Semester	Informally monitor; intervene, if necessary; Report summative results from first semester; Maintain open feedback system.								End Second Semester
FEEDBACK FORMS		Fifth collect.		Sixth collect.		Seventh collect.		Eighth collect		Ninth collect.
SENTIMENT MEASURE	Complete analysis and feedback			Mid semester admin.		analysis of results		feedback		Final admin.	Analysis of results
PROGRAM GUIDES (CUMULATIVE)	Complete update	Augment file		Augment file		Augment file		Augment file		Augment file	Begin summative analysis
STUDENT DATA (CUMULATIVE)	Complete update	Augment file		Augment file		Augment file		Augment file	Interview & exam data	Augment file	Begin summative analysis

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE

DEMONSTRATION PROGRAM	Analysis of phase one data; feedback to improve/ begin phase two	preliminary feedback phase two	Final feedbac phase two; summative analysis
GENERAL LEVEL	Implement feedback from phase one; informally monitor; intervene, if necessary		

FIRST SEMESTER: 1981 - 1982

ENERAL LEVEL		Present plan		Describe context and informally monitor; intervene, if necessary; interview key personnel when appropriate.								End First Semester
EEDBACK ORMS	Design & prepare	Final form	First collection		Second collection		Third collection				Fourth collection	
ENTIMENT EASURES		Design & prepare			Mid semester administration		analysis of results	feedback			First semester admin.	
ROGRAM UIDES CUMULATIVE)		Design & prepare file		Initiate file		Augment file		Augment file			Augment file & begin summative analysis	
TUDENT ATA CUMULATIVE)		Design & prepare file		Initiate file		Augment file		Augment file	Interview & exam data		Augment file & begin summative analysis	
		26										
	AUGUST		SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER			
EMONSTRATION ROGRAM	Establishment of goals & objectives; evaluation of resources; final program design.		Begin phase one		Preliminary feedback phase one						Final feedback phase one; begin summativ analysis	
ENERAL LEVEL	Informally monitor; intervene if necessary											

endix A
Cont'd)

Appendix B.1

APPENDIX B.1: Teacher's Sentiments Regarding Curriculum

Date: _____

Which Curriculum? (Circle One): Language Arts Social Studies
Mathematics Science

Your Use of the Guide in Planning Daily Instruction (Circle One): Always, Frequently, Sometimes, Rarely, Never

The following statements are intended to elicit your overall feelings toward the new curriculum. Before responding to the questionnaire, please review your copy of the teacher's guide.

Directions: Indicate the extent of your agreement (or disagreement) with each of the following statements by circling the response choice that is closest to your feelings.

Response Choices

SA = Strongly Agree	MD = Mildly Disagree	NBJ = No Basis for Judgment
A = Agree	D = Disagree	
MA = Mildly Agree	SD = Strongly Disagree	

Please be frank in expressing your feelings; your responses will remain anonymous.

A. Learning Objectives							
1. The suggested timing (Pre-School, Primary, Elementary, Middle) for introducing objectives seems sensitive to student development.	SA	A	MA	MD	D	SD	NBJ
2. The set of objectives seems reasonably complete.	SA	A	MA	MD	D	SD	NBJ
3. The wording of objectives is somewhat vague.	SA	A	MA	MD	D	SD	NBJ
4. The scope of each objective provides enough opportunity to demonstrate student learning.	SA	A	MA	MD	D	SD	NBJ
B. Activities/Techniques, Materials, Evaluation							
5. Some of the objectives have an insufficient number of suggested activities.	SA	A	MA	MD	D	SD	NBJ
6. Most activities/techniques allowed convenient classroom management.	SA	A	MA	MD	D	SD	NBJ
7. Many activities/techniques required excessive resources like teacher planning and physical materials.	SA	A	MA	MD	D	SD	NBJ
8. The activities/techniques were excessively difficult for my students.	SA	A	MA	MD	D	SD	NBJ
9. Suggested materials were reasonably easy to acquire.	SA	A	MA	MD	D	SD	NBJ
10. Suggested materials do not always support the related activity.	SA	A	MA	MD	D	SD	NBJ
11. Suggested activities/techniques seemed consistent with the objectives.	SA	A	MA	MD	D	SD	NBJ
12. The evaluation methods provided adequate help in deciding what to work on next with my students.	SA	A	MA	MD	D	SD	NBJ

(over)

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13. Some evaluation methods were difficult to manage in a class of my size.	SA	A	MA	MD	D	SD	NBJ
14. The evaluation methods were reasonably easy to produce.	SA	A	MA	MD	D	SD	NBJ
15. Some of the evaluation methods do not seem to measure the learning objectives.	SA	A	MA	MD	D	SD	NBJ
C. Students							
16. It was somewhat difficult to keep track of each of my students' accumulated achievements and competencies.	SA	A	MA	MD	D	SD	NBJ
17. The program seems to be leading to my students' competence, in this subject/skill area.	SA	A	MA	MD	D	SD	NBJ
18. My students seemed to enjoy the learning activities.	SA	A	MA	MD	D	SD	NBJ
D. General							
19. The program does not allow enough opportunity for teacher creativity.	SA	A	MA	MD	D	SD	NBJ
20. The program seems soundly based in learning theory.	SA	A	MA	MD	D	SD	NBJ
21. The organization of the teacher's guide seems to promote efficient planning.	SA	A	MA	MD	D	SD	NBJ
22. More teacher training is needed in how to implement this curriculum.	SA	A	MA	MD	D	SD	NBJ
23. The entire curriculum demonstrates a unifying theme or methodology.	SA	A	MA	MD	D	SD	NBJ

24. Completing the preceding items may have prompted your recollection of suggestions that may help in improving the curriculum. Please enter these ideas in the space provided. Also please indicate why you are using the guide with your present frequency. _____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you.

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APPENDIX B.2: Feedback Form for Mathematics

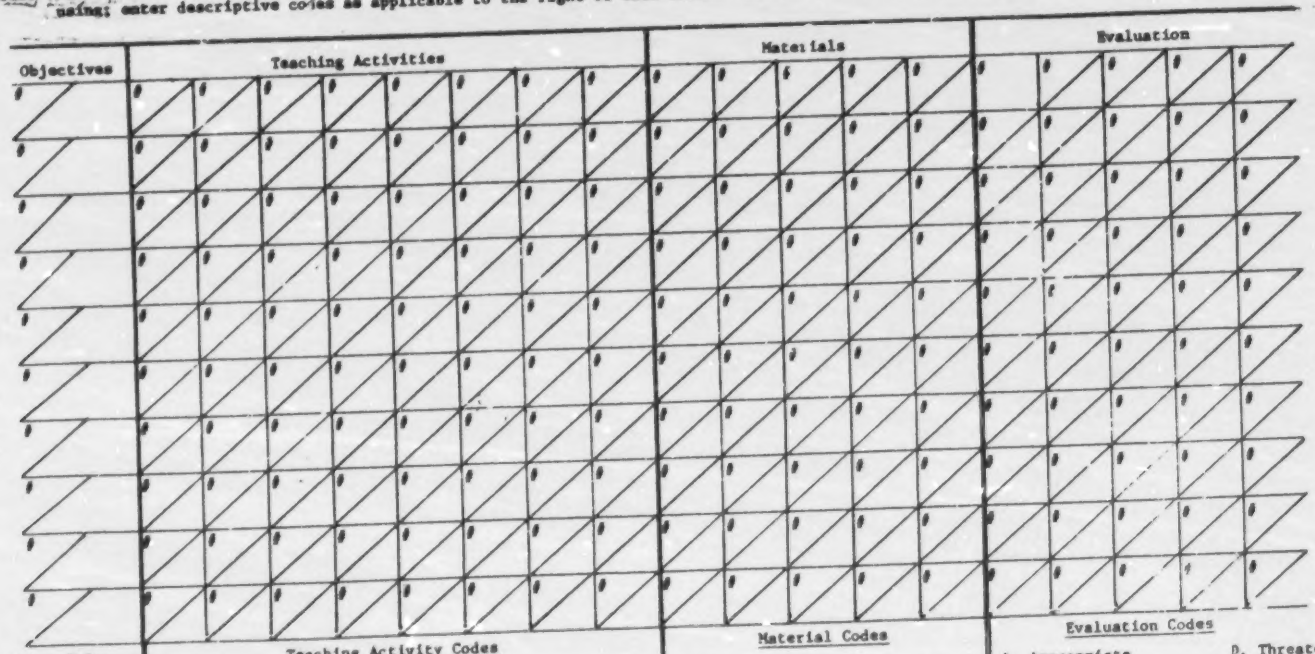
Teacher Feedback on Mathematics Guide

1. Name: _____

2. Department (Circle One): Pre., Prim., Elem., Mid.

3. Collection Date (Circle One): 12/4, 1/28, 3/19, 5/14

Directions: To the left of each slash enter the I.D. # of every Objective, Teaching Activity, Material, or Evaluation that you either used or considered using; enter descriptive codes as applicable to the right of each slash. Return on the above dates to your supervisor.



Objective Codes

A. Appropriate
B. Too Difficult
C. Too Easy
D. Unclear

Teaching Activity Codes

A. Appropriate
B. Too Difficult
C. Too Easy
D. Inconsistent with Objective
E. Too Many Resources
F. Too Much Teacher Expertise
G. Unmanageable in Class
H. Unclear
I. Enjoyable for Students

Material Codes

A. Appropriate
B. Too Difficult to Acquire
C. Inconsistent with Activity
D. Unclear

Evaluation Codes

A. Appropriate
B. Too Difficult
C. Inconsistent with Objective
D. Threatening to Student
E. No Help With Decisions
F. Unclear

(over)

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TEACHER SUGGESTIONS FOR ADDITIONAL TEACHER ACTIVITIES/MATERIALS/EVALUATION

Please use the space provided for suggesting additions to the [illegible]. For each suggestion that you make, please include the identification number of the related learning objectives.

OBJECTIVE #: _____

SUGGESTIONS: _____

OBJECTIVE #: _____

SUGGESTIONS: _____

OBJECTIVE #: _____

SUGGESTIONS: _____

OBJECTIVE #: _____

SUGGESTIONS: _____

OTHER COMMENTS

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Appendix B.2 (Cont'd)

Explanation of Entry Codes

for

Teacher Comment on Mathematics Curriculum Guides

Please keep these explanations available for reference while completing the Teacher Feedback form.

Part I: Objectives

A. Appropriate: The objective has appropriate content and difficulty for your students.
B. Too Difficult: The objective seems too difficult for your students.
C. Too Easy: The objective seems too elementary for your students.
D. Unclear: The objective is not clearly worded.

Part II: Teaching Activities

A. Appropriate: The activity is appropriate in its present form.
B. Too Difficult: The activity is too difficult for your students.
C. Too Easy: The activity is not sufficiently challenging to your students.
D. Inconsistent with objective: The activity does not seem to address the relevant learning objective.
E. Too many resources: The activity requires excessive physical materials or teacher planning.
F. Too much teacher expertise: Use of the technique requires more training than you have received.
G. Unmanageable in class: The activity is too difficult to implement given the size of your class and behavior of the students.
H. Unclear: The description of the activity is not clearly worded.
I. Enjoyable for students: Students seemed to genuinely enjoy the activity.

Part III: Materials

A. Appropriate: The materials seem to address the objective and support the related teaching activity.
B. Too Difficult to Acquire: The materials are not conveniently available.
C. Inconsistent: The materials do not seem to support the related teaching activity.
D. Unclear: The location or description of the material is not clearly worded.

Part IV: Evaluation Processes

A. Appropriate: The evaluation seems appropriate for measuring the related objective.
B. Too Difficult to produce: Formulation of this kind of evaluation item requires too much time and effort.
C. Inconsistent with objective: The evaluation does not seem to measure the related learning objective.
D. Threatening to Student: Administration of this evaluation seems to threaten the students.
E. No help with decisions: The evaluation did not help much in deciding what to work on next with your students.
F. Unclear: The description of the evaluation is not clearly written.

Teacher Feedback on Social Studies Guide

Name _____ Department _____ Collection Date (circle one): 12/4, 1/28, 3/19, 5/14

To the left of each slash, enter the page # of each objective used; enter descriptive codes (as many as apply) to the right of each slash.

To the left of each slash, enter the Roman Numeral for each activity, teaching technique, material, or Evaluation that you used or considered using; enter descriptive codes (as many as apply) to the right of each slash. Return to your supervisor on each of the collection dates.

OBJECTIVES	STUDENT ACTIVITIES			TEACHING TECHNIQUES			MATERIALS			EVALUATION		
/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/

Codes for Objectives

A. Appropriate
B. Too difficult
C. Too Easy
D. Unclear
E. Inconsistent with school goals.
F. Inconsistent with program goals.

Codes for Student Activities and Teaching Techniques

A. Appropriate
B. Too difficult
C. Too Easy
D. Inconsistent with objective
E. Unmanageable in class
F. Requires too many resources
G. Necessary training not provided.
H. Description unclear.

Material Codes

A. Appropriate
B. Too difficult to acquire
C. Inconsitent with activity
D. Description unclear

Evaluation Codes

A. Appropriate
B. Too difficult to administer
C. Inconsistent with objective
D. Threatening to Student
E. No help with Decisions.
F. Description unclear

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Appendix B.3 (Continued)

Additional Teaching Strategies/

Activities/Materials/Evaluation Suggestions

Please use this section to contribute new ideas for teaching strategies, activites, materials, and evaluation methods.

OBJECTIVE: _____

_____

SUGGESTION: _____

_____

_____

_____

OBJECTIVE: _____

_____

SUGGESTION: _____

_____

_____

_____

OBJECTIVE: _____

_____

SUGGESTION: _____

_____

_____

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OBJECTIVE: _____

_____

SUGGESTION: _____

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OTHER COMMENTS

_____

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_____

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Appendix B.3 (Cont'd)

Explanation of Entry Codes

for

Teacher Comment on Social Studies Guides

Part I: Program Goals and Objectives:

A. Appropriate: The objective has appropriate content and difficulty for your students.

B. Too Difficult: The objective seems too difficult for your students.

C. Too Easy: The objective seems too elementary for your students.

D. Unclear: The objective is not clearly worded.

E. Consistent with school and program goals.

F. Inconsistent with school and program goals.

rts II & III: Student activities and Teaching Techniques

A. Appropriate: The activity is appropriate in its present form.

B. Too Difficult: The activity is too difficult for my students.

C. Too Easy: The activity is too elementary for my students.

D. Inconsistent with objectives: The activity does not seem to address the relevant learning objective

E. Unmanageable in class: The activity is too difficult to implement given the size of your class and behavior of the students.

F. Requires too many resources: The activity requires excessive physical materials or teacher planning.

G. Necessary training not provided: The teaching technique requires more training than you have received.

H. Description Unclear: Description of techniques or activity was not clearly worded.

Part IV: Materials

A. Appropriate: The materials seem to address the objective and support the related teaching activity.

B. Too Difficult to Acquire: The materials are not conveniently available.

C. Inconsistent: The materials seem to support neither the related activity nor the learning objective.

D. Description Unclear: Description of necessary materials was not clearly worded.

(over)

Part V: Evaluation Processes

A. Appropriate: The processes seem appropriate for measuring the related objective.

B. Too Difficult to administer: Formulation of this kind of evaluation item requires too much time and effort.

C. Inconsistent with Objective: The evaluation does not seem to measure the related learning objective.

D. Threatening to Student: Administration of this evaluation seems to threaten the students.

E. No help with decisions: The evaluation did not help much in deciding what to work on next with your students.

F. Description unclear: The evaluation activity was not clearly described.

Teacher Feedback on Science Program Guide

Name: _____ _____ Department: _____ Collection Date (Circle One): 12/4, 1/28, 3/19, 5/14

DIRECTIONS: To the left of each slash, enter the I.D. number or letter of every Objective, Student Activity, Teaching Technique, or Evaluation that you have used or have considered using; to the right of each slash, enter descriptive codes (as many as applicable). Return to your supervisor on each of the dates listed above. Thanks!

OBJECTIVES	STUDENT ACTIVITIES	VOCABULARY	TEACHING TECHNIQUES	EVALUATIONS

Objective Codes	Student Activity Codes	Vocabulary Codes	Teaching Technique Codes	Evaluation Codes
A. Appropriate B. Too difficult C. Too easy D. Unclear	1. Appropriate 2. Too difficult 3. Too easy 4. Unclear 5. Inconsistent with objective 6. Too many resources 7. Unmanageable in class 8. Enjoyable	A. Helpful B. Not Helpful C. Not Enough D. N/A	A. Appropriate B. Too difficult C. Too easy D. Unclear E. Inconsistent with objective F. Too many resources G. Too much teacher expertise H. Unmanageable in class I. Enjoyable	A. Appropriate B. Too difficult C. Inconsistent with objective D. No help with decisions

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VOCABULARY

Use this section to add or delete any vocabulary word from the vocabulary list of each objective.

Objective # ____

Words to add	Words to delete

Objective # ____

Words to add	Words to delete

Objective # ____

Words to add	Words to delete

Objective # ____

Words to add	Words to delete

Objective # ____

Words to add	Words to delete

Objective # ____

Words to add	Words to delete

ANY ADDITIONAL COMMENTS:

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Appendix B.4 (Continued)

MATERIALS

Use this section to identify materials that you have either used or considered using.

1. Enter the objective I.D. number.
2. Name or specify the identification of the material or if it doesn't have an I.D. number, describe the material.
3. Enter the following descriptive codes in each box as applicable.

   A. Appropriate
   B. Hard to acquire
   C. Inconsistent with objective
   D. Unclear

E.g., [C] [D] TEXT: Science - Level 3, Unit 3, Cluster A-3

Objective # ____

[ ] [ ] _____
[ ] [ ] _____
[ ] [ ] _____
[ ] [ ] _____
[ ] [ ] _____

Objective # ____

[ ] [ ] _____
[ ] [ ] _____
[ ] [ ] _____
[ ] [ ] _____
[ ] [ ] _____

Objective # ____

[ ] [ ] _____
[ ] [ ] _____
[ ] [ ] _____
[ ] [ ] _____
[ ] [ ] _____

Objective # ____

[ ] [ ] _____
[ ] [ ] _____
[ ] [ ] _____
[ ] [ ] _____

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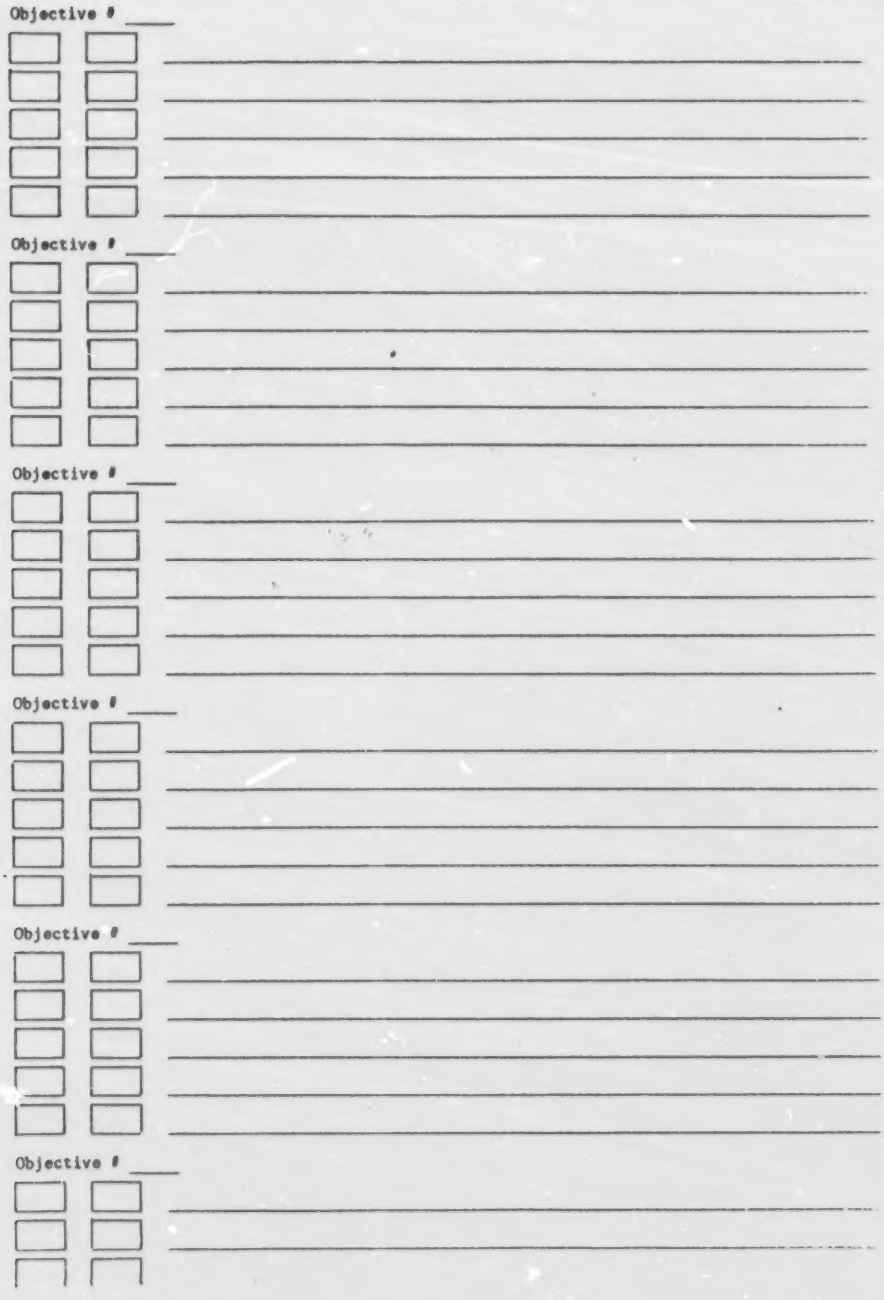
Appendix B.4 (Continued)



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Appendix B.4 (Continued)

Explanation of Descriptive Codes

for

Teacher Feedback Form on

Science Program Guide

Objective Codes

A. Appropriate: The objective has appropriate concept or content for your students.

B. Too difficult: The objective seems too difficult for your students.

C. Too easy: The objective seems too elementary for your students.

D. Unclear: The objective is not clearly worded.

Student Activity Codes

1. Appropriate: The activity is appropriate for your students.

2. Too difficult: The activity is too difficult for your students.

3. Too easy: The activity is too elementary for your students.

4. Unclear: The activity is not clearly worded.

5. Inconsistent with objective: The activity does not seem to address the relevant objective.

6. Too many resources: The activity requires too many resources.

7. Unmanageable in class: The activity is not feasible given the size and behavior of your class.

8. Enjoyable: The activity is enjoyable for your students.

Vocabulary Codes

A. Helpful: The vocabulary list is helpful in its present form.

B. Not helpful: The vocabulary list does not seem to be helpful in its present form.

C. Not enough: The vocabulary list needs more words.

D. N/A: The vocabulary is not listed.

Teaching Technique Codes

A. Appropriate: The technique results in appropriate instruction for your students.

B. Too difficult: The technique results in instruction that is too difficult for your students.

C. Too easy: The technique results in instruction that is too elementary for your students.

D. Unclear: The technique is not clearly worded.

E. Inconsistent with objective: The technique does not seem to address the relevant objective.

F. Too many resources: The technique requires excessive physical materials or teacher planning.

G. Too many teacher expertise: The technique requires training beyond what you have received.

H. Unmanageable in class: The technique is too difficult to implement given the size of your class and/or behavior of your students.

I. Enjoyable: The technique is enjoyable for you.

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Appendix B.4 (Continued)

Evaluation Codes

A. Appropriate: The evaluation seems appropriate for measuring the related objective.

B. Too difficult to produce: Formulation of this kind of evaluation item requires too much time and effort.

C. Inconsistent with objective: The evaluation does not seem to measure the related objective.

D. No help with decisions: The evaluation does not help much in deciding what to work on next with your students.

E. Unclear: The evaluation is not clearly worded.

Material Codes

A. Appropriate: The material seems to address the objective and support the related student activity and/or teacher technique.

B. Hard to acquire: The material is not conveniently available.

C. Inconsistent with objective: The material seems to support neither the student activity nor the objective.

D. Unclear: The material is not clearly stated in the guide.

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Appendix B.5:

Appraisal of Language Arts Curriculum Guide:

Instructions for Making Comments in the Guide

Directions: Enter the following code letters as applicable to specific points on the pages of the Language Arts Curriculum Guide; a complete definition of each code is contained on the reverse side of this form. Please submit your entire guide book to your supervisor on each of the following dates: 12/4, 1/28/82, 3/19, 5/14. Your entries will be copied and your guide book returned on the work day following each date.

OBJECTIVES

Codes

A. Appropriate Difficulty and Content

B. Too Difficult

C. Too Easy

D. Unclearly worded

Possible Student Strategies	Materials	Possible Teaching Strategies
A. Appropriate	A. Appropriate	A. Appropriate
B. Inconsistent with objective	B. Too Difficult to Acquire	B. Too Difficult
	C. Inconsistent with Objective	C. Too Easy
	D. Unclear	D. Inconsistent with objective
		E. Too many resources
		F. Too much teacher expertise
		G. Unmanageable in class
		H. Unclear
		I. Enjoyable for students.
Enter suggestions for additional student strategies directly into your guide.	Enter suggestions for additional materials directly into your guide.	Enter suggestions for additional teaching strategies directly into your guide.

Evaluation Process

A. Appropriate
B. Too Difficult
C. Inconsistent with objective
D. Threatening to Student
E. No Help with Decisions
F. Unclear.

Enter suggestions for additional Evaluation methods directly into your guide.

Explanation of Entry Codes

for Teacher Comments on

The Language Arts Guide

OBJECTIVES

A. Appropriate: The objective has appropriate content and difficulty for your students.
B. Too Difficult: The objective seems too difficult for your students.
C. Too Easy: The objective seems too elementary for your students.
D. Unclear: The objective is not clearly worded.

POSSIBLE STUDENT STRATEGIES

A. Appropriate: The strategy has appropriate content and difficulty for your students.
B. Inconsistent with objective: The student strategy does not seem consistent with the related learning objective.

MATERIALS

A. Appropriate: The materials seem to address the objective and support the related teaching activity.
B. Too Difficult to Acquire: The materials are not conveniently available.
C. Inconsistent: The materials do not seem to support the related teaching activity.
D. Unclear: The location or description of the material is not clearly worded.

TEACHING STRATEGIES

A. Appropriate: The strategy is appropriate in its present form.
B. Too Difficult: The strategy is too difficult for my students.
C. Too Easy: The strategy is not sufficiently challenging to the students.
D. Inconsistent with objectives: The strategy does not seem to address the relevant learning objective.
E. Too many resources: The strategy requires excessive physical materials or teacher planning.
F. Too much teacher expertise: Use of the strategy requires more training than you have received.
G. Unmanageable in class: The strategy is too difficult to implement given the size of your class and behavior of the students.
H. Unclear: The description of the strategy is not clearly worded.
I. Enjoyable for students: Students seemed to genuinely enjoy the strategy.

EVALUATION PROCESSES

A. Appropriate: The evaluation seems appropriate for measuring the related objective.
B. Too Difficult to produce: Formulation of this kind of evaluation item requires too much time and effort.
C. Inconsistent with objective: The evaluation does not seem to measure the related learning objective.
D. Threatening to Student: Administration of this evaluation seems to threaten the students.
E. No help with decisions: The evaluation does not help much in deciding what to work on next with the students.
F. Unclear: The description of the evaluation is not clearly written.

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APPENDIX B.6: Suggestion Stems for Language Arts Feedback Sessions

Suggestion "Stems"

1. The curriculum guide would be more helpful to a new teacher (consider your most recent student teacher) if it.....

2. The guide would be more helpful to a veteran teacher if it.....

3. The guide would be more helpful to a school that wanted to adopt the Whole Language approach if it.....

4. Something that the guide obviously needs is.....

5. The training in the Whole Language approach would be more effective if it.....

6. The Whole Language approach would be more enthusiastically accepted by teachers if it.....(took into account; demonstrated; allowed; provided, etc.).....

7. KDBS students would benefit more from the Whole Language approach if.....

Name: _____

Revision Suggestions

	Opportunities for Improvement (The way things are now.)	Example (s) (Page number in the guide)	Suggested Change (How would you improve things)
1.			
2.			
3.			
4.			
5.			

APPENDIX B7: Overview of the Kendall Curriculum Evaluation: Language Arts, Mathematics, Social Studies, Science

Summary

Teachers will contribute to the evaluation of the four new curriculum guides by appraising their quality and making suggestions for their revision. The Language Arts Program will receive greater scrutiny than the other three, drawing on student interviews, selected measures of student learning, and teacher self-estimates of their use of the Whole Language approach to Language Arts. In all phases of these evaluations, the teacher will be involved in the collection of information.

The sections that follow summarize the purpose of the requested information, the scheduling of each data collection (in most cases forms will be submitted to the department supervisors), and the role of each teacher. More detailed explanations of forms and procedures will follow in the near future.

Contact people have been designated in each curriculum area; they may be approached in the event that questions or difficulties arise during this year-long evaluation process. The contact people are as follows:

Language Arts: Leonard Kelly (Rm. 212b, MSSD, x5815)
Mathematics: Richard Sinatra (Rm. 212h, MSSD, x5815); Philip Mackall (KDES)
Science: Barbara Riggs (Rm. G35, MSSD, x5818); Angela Bednarczyk (KDES)
Social Studies: Barbara Kannapel (Rm. 3105, KDES, x5449); Bette Landish (Rm. 3213, KDES)

Information Requested for All Curriculum Areas

Feedback on the Curriculum Guides:

- Purpose: To obtain teachers' page-by-page (even line-by-line) suggestions for improving the objectives, activities, evaluation methods, etc. of the four guides.
- Collection Dates: December 4, 1981; January 28, 1982; March 19, 1982; May 14, 1982
- Designated Teachers: Each teacher is asked to complete feedback forms on the one guide of his or her preference, as expressed in the earlier survey by department supervisors.

Teacher Sentiments:

- Purpose: To obtain teachers' overall feelings toward the curriculum guides.
- Collection Dates: December 4; 1981; May 21, 1982
- Designated Teachers: Teachers are asked to express their sentiments by completing one questionnaire for each guide that they have been assigned.

(over)

Information Requested for Language Arts Only

Student Sentiments:

- Purpose: To obtain students' perceptions of the Language Arts curriculum and their personal reading techniques as well as their feelings about reading as a practice.
- Collection Dates: Students will be interviewed twice: once in early December, once in early May. A schedule for interviewer visits will be determined as each of those periods approaches.
- Designated Classes: Interviews will be conducted in the Language Arts classes in the Primary and Elementary departments only.

Student Learning:

- Purpose: To obtain data on students' reading performance as measured by their completion of cloze passages, their progress in the Reading Unlimited series, success in story retelling, and teacher perceptions of attitude toward reading.
- Collection Dates:
  - Cloze: December 11, 1981 and June 18. 1982
  - Progress in Reading Unlimited, Retelling, and Attitude: December 11, 1981; February 5, 1982; April 23, 1982; and June 18, 1982. (These dates coincide roughly with student report card dates.)
- Designated Classes:
  - Cloze: All Classes
  - Progress in Reading Unlimited: Primary, Elementary, Middle School
  - Story Retelling: Primary and Elementary
  - Attitude: Primary and Elementary

Level of Use:

- Purpose: To obtain information regarding teachers' progress in adopting the Whole Language approach to reading.
- Collection Dates: January 14, 1982; June 18, 1982
- Designated Teachers: Pre-School, Primary, and Elementary Language Arts teachers are asked to complete this questionnaire.

Your Role

Teacher Name: _____

According to the preceding assignment plan, your role includes those responsibilities circled below.

Feedback on Guide: Language Arts, Mathematics, Social Studies, Science

Teacher Sentiments: Language Arts, Mathematics, Social Studies, Science

Language Arts:
Student Sentiments Interviews
Level of Use Questionnaire
Student Learning: Cloze, Progress in Reading Unlimited, Retelling, Student Attitudes

APPENDIX C.1: Summary of Teacher Sentiments
Toward Curriculum Guides
Based on the First Data Collection

The following report summarizes teacher sentiments toward the four new curriculum guides: Language Arts, Mathematics, Science, and Social Studies. The contents draw on two sources of data, which were gathered on December 4, 1981. First, Feedback forms provide some of the written comments both critical and favorable, that were composed by the teachers, themselves. The Feedback forms also provided detailed anecdotal suggestions for revising or preserving the specific contents of the guides. But because that information is somewhat diverse in nature, best saved for use by the revisers of the guides, it is not included below. Second, this report draws most heavily on the Teacher Sentiment form, a 24 item questionnaire that elicits teacher opinion of the intended characteristics of the guides. Each teacher was to have completed one Sentiment form for each guide that he/she received in September.

The bulk of the report is divided into four sections, one for each area. Within each section are the following items of information:

Number of Teachers Responding: This reports the number of teachers who completed the questionnaire. Also reported is the number of teachers from whom responses were expected. Because not all teachers responded, favorable sentiments, as reported, are probably a bit inflated.

Reported Frequency of Using the Guide: This entry summarizes the teachers' self-perceptions of the extent to which they used the guide in their planning for instruction.

Favorable Sentiments: This section lists favorable characteristics that seemed evident to most teachers, as indicated by their responses to the Sentiment questionnaire items.

Critical Sentiments: As a complement, this section lists the areas of the guide where teachers perceived room for improvement.

Favorable Comments: This section quotes or summarizes favorable perception that teachers entered in the free response/comment sections of both the Feedback and Sentiment forms. In the Language Arts area, for which a Feedback form was not used to collect data, these comments were derived in part from a personal interview with each teacher. All verbatim responses are enclosed in quotation marks.

Critical Comments: Here, the report includes concerns as teachers expressed them.

Raw Sentiment Data: Attached as an appendix are copies of the Teacher Sentiment questionnaire. Typed on each form are descriptive statistics,

means and frequencies, summarizing teacher response to all of the different items. In addition to a questionnaire for each of the four areas, there appears a fifth form that simultaneously summarizes responses for all curriculum areas.

Because the data constitute only the first of four planned data collections, a full interpretation of results would be premature at this time. It can be observed, however, that there exist areas of dissatisfaction with corresponding opportunities to improve the guides. As mentioned, three data collections still remain; the next is on January 28. These opportunities, it is hoped, will provide detailed guidance that is sufficient to shore up the areas of concern.

Language Arts

Number of Teachers Responding: 15 (24 were expected)

Reported Frequency of Using the Guide: The average reported use is between Sometimes and Rarely.

Favorable Sentiments: Responses to the sentiment items indicated that the teachers had the following favorable perceptions of the Language Arts guide:

- Timing of objectives is appropriate. (Item 1)
- The set of objectives seems complete. (Item 2)
- Activities seem consistent with the objectives. (Item 11)
- Students enjoy the activities. (Item 18)
- The program allows opportunity for teacher creativity. (Item 19)

Critical Sentiments:

- Some of the objectives have insufficient activities. (Item 5)
- Many activities require excessive resources. (Item 7)
- Some evaluation methods were difficult to manage. (Item 13)
- It was difficult to keep track of my students' accumulated achievements. (Item 16)
- More teacher training is needed. (Item 20)

Written Comments from Sentiment forms and Interviews Favorable:

Favorable

- "Martha Manson's workshops helped a lot."
- I think this guide provides an enormous amount of good ideas for activities yet also leaves enough room for teacher's creativity."

Critical:

- "Not appropriate for many of the pre-school kids."
- "Does not seem to address the needs of very low language students. And there are many at Kendall. Where do pre-school and SOP teachers go for guidance?"
- "No training in understanding the set-up of this guide."
- "I prefer a "glance" chart that indicates what should be taught at what level and when."
- "Need materials relevant to stories; (because there is no such file) teachers are forced to spend inordinate time looking (for materials)."
- "Too complicated."
- Need recommendations on kids acquisition of various language structures at different chronological/developmental stages.
- The program, in general, does not seem to address the needs of the child who arrives in your class already exhibiting a serious deficit. The natural approach doesn't seem to intervene enough to correct the problem.
- Hard to manage a class during individual story-retellings.
- Guide doesn't provide enough for writing instruction.
- The Guide presumes that kids have already acquired language competence.
- Guide needs retelling strategies for expository materials that parallel the story retelling methods.
- Objectives need to be tailored for understanding and acceptance by parents.
- Many kids don't have the discipline to work alone; they are also not yet confident enough to "guess" at meanings of words.

- Guide provides little guidance on how to move kids to higher P-levels.
- The guide assumes much skill on the part of the teacher.
- When do the kids learn English grammar?

Mathematics

Number of Teachers Responding: 13 (21 were expected).

Reported Frequency of Using the Guide: The average reported use is Sometimes.

Comments: Phil Mackall had revised the original guide, issued in September, and distributed the new version beginning on December 4. Since this was the same day of data collection, the teachers had formed their opinion and made their comments on guides that are now obsolete. For this reason, teacher comments, though available, are not reported below. The first feedback on the most recent version of the Mathematics guide will be available after the January 28th data collection. It is important to note, however, that more that half of the teachers responding, reported using the guide at least Sometimes or Frequently. This may be attributed, at least in part, to another effort of Phil Mackall's. Early in the year he had written and distributed a "Conversion Sheet" which showed the corrrepondence between specific parts of the curriculum and certain sections of the Houghton Mifflin text book series. This job aide has been frequently applauded by the teachers. In the words of one respondent, "Hats off to Phil Mackall."

Science

Number of Teachers Responding: 8 (13 were expected).

Reported Frequency of Using the Guide: The average reported use is Rarely.

Favorable Sentiments: Responses to the sentiment items indicated that teachers had the following favorable perceptions of the Science guide:

- Timing of objectives is appropriate. (Item 1)
- The set of objectives seems complete. (Item 2)
- Suggested activities were easy to manage. (Item 6)
- Suggested activities were consistent with objectives. (Item 11)
- Students enjoyed activities. (Item 18)

- Program is soundly based in theory. (Item 20)
- Program has a unifying theme. (Item 23)

Unfavorable Sentiments

- Some objectives have an insufficient number of suggested activities. (Item 5)
- It was difficult keeping track of students' accumulated achievements. (Item 16)

Written Comments from Sentiment and Feedback Forms

Favorable

- "I use the guide to cross reference what I am doing in the Science series. I use it to fill in gaps."
- "Well organized."

Unfavorable

- Many teacher-made materials are required for "hands-on" activities.
- "Looking through the curriculum to match the objectives that I am working on can be a bother."
- "I found the wording (of objectives) to be very complex. Parents also had a hard time ."
- "The adapted curriculum is so nice I rarely turn to the guide. A cross reference would be nice."
- "Too complicated."
- "Too time-consuming. I was much more comfortable using the teacher's edition, Sciences."

Social Studies

Number of Teachers Responding: 12 (19 were expected)

Reported Frequency of Using the Guide: The average reported use is between Rarely and Sometimes.

Favorable Sentiments: Responses to the sentiment items indicated that teachers had the following favorable perceptions of the Social Studies Guide.

- The students enjoyed the activities. (Item 18)

Critical Sentiments:

- The set of objectives seem incomplete. (Item 2)
- The wording of objectives seems vague. (Item 3)
- There is an insufficient number of activities. (Item 5)
- Materials do not always support the related activity. (Item 10)
- The evaluation methods provided inadequate help. (Item 12)
- The program does not seem to be leading to students' competence in Social Studies. (Item 17)
- The organization of the teacher's guide does not seem to promote efficient planning. (Item 21)

Written Comments from Sentiment and Feedback Forms

Favorable

"From my limited experience, it appears to be somewhat useful to teachers."

Critical

"Hard to identify the appropriate 'next' objective."

"Need a cross reference between guide and text."

"Not very creative, not very stimulating in helping generate new ideas."

"Many of the key objectives from the old curriculum are not found here."

"Objectives are too general; need sub-objectives."

"No training on how to use this curriculum."

"Why can't M.R.C. materials be coordinated? There's a gross lack of coordination between available M.R.C. materials, teacher's units, and present guide."

"Color codes are too confusing.

"Need more deaf related units."

"Not an easy curriculum to read."

"This guide is not appropriate for pre-school."

"Curriculum fails to consider students who do not have the language to do many of the activities."

"Extremely repetitive."

Appendix C.1 (Continued)

Summary: Social Studies
Teacher's Sentiments
Regarding Curriculum

Date: _____ Number of Teachers

Which Curriculum? (Circle One): Language Arts Social Studies 12

Mathematics Science

*AVERAGE		#FREQUENCIES				¢NO RES
2.5	Your Use of the Guide in Planning Daily Instruction (Circle One):	2 Always,	4 Frequently,	2 Sometimes,	3 Rarely, Never	1

The following statements are intended to elicit your overall feelings toward the new curriculum. Before responding to the questionnaire, please review your copy of the teacher's guide.

Directions: Indicate the extent of your agreement (or disagreement) with each of the following statements by circling the response choice that is closest to your feelings.

Response Choices

SA = Strongly Agree	MD = Mildly Disagree	NBJ = No Basis for Judgment
A = Agree	D = Disagree	
MA = Mildly Agree	SD = Strongly Disagree	

Please be frank in expressing your feelings; your responses will remain anonymous.

AVERAGE	A. Learning Objectives	FREQUENCIES							NO RES
				5	5		1	1	2
3.3	1. The suggested timing (Pre-School, Primary, Elementary, Middle) for introducing objectives seems sensitive to student development.	SA	A	MA	MD	D	SD	NBJ	
				5	2	2	2		1
2.9	2. The set of objectives seems reasonably complete.	SA	A	MA	MD	D	SD	NBJ	
		2	2	2	3	1		1	1
4.1	3. The wording of objectives is somewhat vague.	SA	A	MA	MD	D	SD	NBJ	
			1	3	2	2	1	2	1
3.1	4. The scope of each objective provides enough opportunity to demonstrate student learning.	SA	A	MA	MD	D	SD	NBJ	

B. Activities/Techniques, Materials, Evaluation

4.3	5. Some of the objectives have an insufficient number of suggested activities.	2 SA	2 A	3 MA	3 MD	D	SD	1 NBJ	1
4.0	6. Most activities/techniques allowed convenient classroom management.	SA	3 A	3 MA	1 MD	1 D	SD	2 NBJ	2
3.7	7. Many activities/techniques required excessive resources like teacher planning and physical materials.	2 SA	A	1 MA	6 MD	D	SD	2 NBJ	1
3.3	8. The activities/techniques were excessively difficult for my students.	2 SA	A	MA	5 MD	1 D	1 SD	2 NBJ	1
3.7	9. Suggested materials were reasonably easy to acquire.	SA	2 A	3 MA	1 MD	D	SD	4 NBJ	1
4.0	10. Suggested materials do not always support the related activity.	1 SA	A	5 MA	2 MD	D	SD	3 NBJ	1
3.8	11. Suggested activities/techniques seemed consistent with the objectives.	SA	1 A	7 MA	MD	1 D	SD	1 NBJ	2
2.7	12. The evaluation methods provided adequate help in deciding what to work on next with my students.	SA	A	3 MA	3 MD	1 D	2 SD	2 NBJ	1

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Appendix C.1 (Continued)

AVERAGE		FREQUENCIES							NO RES.
3.7	13. Some evaluation methods were difficult to manage in a class of my size.	1 SA	2 A	1 MA	4 MD	1 D	SD	2 NBJ	1
3.8	14. The evaluation methods were reasonably easy to produce.	SA	1 A	4 MA	2 MD	D	SD	2 NBJ	3
3.8	15. Some of the evaluation methods do not seem to measure the learning objectives.	1 SA	1 A	3 MA	4 MD	D	SD	2 NBJ	1
	C. Students								
4.1	16. It was somewhat difficult to keep track of each of my students' accumulated achievements and competencies.	2 SA	1 A	2 MA	4 MD	D	SD	2 NBJ	1
2.8	17. The program seems to be leading to my students' competence, in this subject/ skill area.	SA	1 A	1 MA	4 MD	2 D	1 SD	2 NBJ	1
4.4	18. My students seemed to enjoy the learning activities.	SA	3 A	4 MA	MD	D	SD	4 NBJ	1
	D. General								
3.6	19. The program does not allow enough opportunity for teacher creativity.	SA	2 A	2 MA	6 MD	D	SD	1 NBJ	1
3.5	20. The program seems soundly based in learning theory.	SA	1 A	4 MA	MD	2 D	SD	3 NBJ	2
2.0	21. The organization of the teacher's guide seems to promote efficient planning.	SA	5 A	MA	3 MD	1 D	6 SD	NBJ	1
3.9	22. More teacher training is needed in how to implement this curriculum.	3 SA	2 A	1 MA	2 MD	2 D	1 SD	NBJ	1
2.8	23. The entire curriculum demonstrates a unifying theme or methodology.	SA	A	4 MA	1 MD	1 D	2 SD	3 NBJ	1

Appendix C.1 (Continued)

Summary: Science
Teacher's Sentiments
Regarding Curriculum

Date: _____ Number of Teachers

Which Curriculum? (Circle One): Language Arts Social Studies

Mathematics Science 8

*AVERAGE #FREQUENCIES ¢NO RE

2.1 Your Use of the Guide in Planning Daily Instruction (Circle One): Always (1), Frequently (2), Sometimes (2), Rarely, Never (3)

The following statements are intended to elicit your overall feelings toward the new curriculum. Before responding to the questionnaire, please review your copy of the teacher's guide.

Directions: Indicate the extent of your agreement (or disagreement) with each of the following statements by circling the response choice that is closest to your feelings.

Response Choices

SA = Strongly Agree	MD = Mildly Disagree	NBJ = No Basis for Judgment
A = Agree	D = Disagree	
MA = Mildly Agree	SD = Strongly Disagree	

Please be frank in expressing your feelings; your responses will remain anonymous.

AVERAGE	A. Learning Objectives	FREQUENCIES							NO RES
5.0	1. The suggested timing (Pre-School, Primary, Elementary, Middle) for introducing objectives seems sensitive to student development.	SA (2)	A (1)	MA (2)	MD	D	SD	NBJ (1)	(2)
4.6	2. The set of objectives seems reasonably complete.	SA (1)	A (2)	MA (1)	MD (1)	D	SD	NBJ (2)	(1)
3.6	3. The wording of objectives is somewhat vague.	SA (1)	A (1)	MA (1)	MD (1)	D (2)	SD	NBJ (1)	(1)
4.3	4. The scope of each objective provides enough opportunity to demonstrate student learning.	SA	A (3)	MA (2)	MD (1)	D	SD	NBJ (1)	(1)

B. Activities/Techniques, Materials, Evaluation

4.1	5. Some of the objectives have an insufficient number of suggested activities.	SA	3 A	1 MA	2 MD	D	SD	1 NBJ	1
4.5	6. Most activities/techniques allowed convenient classroom management.	SA	4 A	1 MA	1 MD	D	SD	1 NBJ	1
3.8	7. Many activities/techniques required excessive resources like teacher planning and physical materials.	1 SA	1 A	1 MA	2 MD	1 D	SD	1 NBJ	1
2.8	8. The activities/techniques were excessively difficult for my students.	SA	A	2 MA	1 MD	3 D	SD	1 NBJ	1
4.0	9. Suggested materials were reasonably easy to acquire.	SA	2 A	2 MA	2 MD	D	SD	1 NBJ	1
2.8	10. Suggested materials do not always support the related activity.	SA	A	1 MA	3 MD	2 D	SD	1 NBJ	1
4.5	11. Suggested activities/techniques seemed consistent with the objectives.	SA	3 A	3 MA	MD	D	SD	1 NBJ	1
4.0	12. The evaluation methods provided adequate help in deciding what to work on next with my students.	SA	2 A	2 MA	2 MD	D	SD	1 NBJ	

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Appendix C.1 (Continued)

AVERAGE		FREQUENCIES							NO RES
2.8	13. Some evaluation methods were difficult to manage in a class of my size.	1 SA	A	MA	2 MD	2 D	1 SD	1 NBJ	1
4.5	14. The evaluation methods were reasonably easy to produce.	SA	4 A	1 MA	1 MD	D	SD	1 NBJ	1
2.6	15. Some of the evaluation methods do not seem to measure the learning objectives.	SA	A	1 MA	2 MD	3 D	SD	1 NBJ	1
	C. Students								
4.2	16. It was somewhat difficult to keep track of each of my students' accumulated achievements and competencies.	1 SA	1 A	1 MA	2 MD	D	SD	2 NBJ	1
4.4	17. The program seems to be leading to my students' competence, in this subject/ skill area.	SA	3 A	1 MA	1 MD	D	SD	2 NBJ	1
4.8	18. My students seemed to enjoy the learning activities.	1 SA	2 A	2 MA	MD	D	SD	2 NBJ	1
	D. General								
2.2	19. The program does not allow enough opportunity for teacher creativity.	SA	A	MA	1 MD	4 D	SD	2 NBJ	1
5.0	20. The program seems soundly based in learning theory.	1 SA	3 A	1 MA	MD	D	SD	2 NBJ	1
4.6	21. The organization of the teacher's guide seems to promote efficient planning.	1 SA	2 A	1 MA	1 MD	D	SD	1 NBJ	2
4.0	22. More teacher training is needed in how to implement this curriculum.	1 SA	1 A	1 MA	3 MD	D	SD	1 NBJ	1
5.0	23. The entire curriculum demonstrates a unifying theme or methodology.	SA	4 A	MA	MD	D	SD	2 NBJ	2

24. Completing the preceding items may have prompted your recollection of suggestions that may help in improving the curriculum. Please enter these ideas in the space provided. Also please indicate why you are using the guide with your present frequency. _____

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Thank you.

Explanation of Summary Statistics

*Average Response was computed after assigning the following values to the response choices:

- Always, Frequently, Sometimes, Rarely, Never were assigned 5,4,3,2,1 respectively
- SA, A, MA, MD, D, SD were assigned the values 6,5,4,3,2,1

NBJ responses were not included in calculation of the average

#Frequencies: The number of teachers who selected that response.

cNo Response: The number of teachers who did not respond to that item.

Appendix C.1 (Continued)

Summary: Mathematics
Teacher's Sentiments
Regarding Curriculum

Date: _____

Number of Teachers

Which Curriculum? (Circle One): Language Arts Social Studies

Mathematics 13 Science

*AVERAGE		#FREQUENCIES					¢NO RE
2.7	Your Use of the Guide in Planning Daily Instruction (Circle One):	3 Always,	4 Frequently,	Sometimes,	2 Rarely,	2 Never	2

The following statements are intended to elicit your overall feelings toward the new curriculum. Before responding to the questionnaire, please review your copy of the teacher's guide.

Directions: Indicate the extent of your agreement (or disagreement) with each of the following statements by circling the response choice that is closest to your feelings.

Response Choices

SA = Strongly Agree	MD = Mildly Disagree	NBJ = No Basis for Judgment
A = Agree	D = Disagree	
MA = Mildly Agree	SD = Strongly Disagree	

Please be frank in expressing your feelings; your responses will remain anonymous.

AVERAGE	A. Learning Objectives	FREQUENCIES							NO RE
3.9	1. The suggested timing (Pre-School, Primary, Elementary, Middle) for introducing objectives seems sensitive to student development.	SA	6 A	2 MA	MD	2 D	1 SD	1 NBJ	1
4.4	2. The set of objectives seems reasonably complete.	SA	8 A	3 MA	MD	D	1 SD	NBJ	1
3.4	3. The wording of objectives is somewhat vague.	1 SA	1 A	3 MA	5 MD	1 D	1 SD	NBJ	1
4.1	4. The scope of each objective provides enough opportunity to demonstrate student learning.	SA	5 A	5 MA	1 MD	1 D	SD	NBJ	1

B. Activities/Techniques, Materials, Evaluation

4.5	5. Some of the objectives have an insufficient number of suggested activities.	3 SA	3 A	2 MA	3 MD	D	SD	1 NBJ	1
4.3	6. Most activities/techniques allowed convenient classroom management.	SA	8 A	1 MA	1 MD	D	1 SD	NBJ	2
3.4	7. Many activities/techniques required excessive resources like teacher planning and physical materials.	3 SA	A	1 MA	3 MD	5 D	SD	NBJ	1
2.5	8. The activities/techniques were excessively difficult for my students.	1 SA	5 A	1 MA	5 MD	4 D	1 SD	1 NBJ	1
4.0	9. Suggested materials were reasonably easy to acquire.	1 SA	5 A	1 MA	2 MD	1 D	1 SD	1 NBJ	1
3.3	10. Suggested materials do not always support the related activity.	SA	1 A	4 MA	5 MD	2 D	SD	NBJ	1
4.3	11. Suggested activities/techniques seemed consistent with the objectives.	SA	6 A	4 MA	MD	1 D	SD	NBJ	2
3.5	12. The evaluation methods provided adequate help in deciding what to work on next with my students.	SA	3 A	2 MA	3 MD	1 D	1 SD	1 NBJ	2

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Appendix C.1 (Continued)

AVERAGE		FREQUENCIES							NO RES
3.6	13. Some evaluation methods were difficult to manage in a class of my size.	SA	2 A	3 MA	3 MD	1 D	SD	NBJ	3
3.4	14. The evaluation methods were reasonably easy to produce.	SA	1 A	4 MA	2 MD	2 D	SD	2 NBJ	2
3.8	15. Some of the evaluation methods do not seem to measure the learning objectives.	SA	3 A	2 MA	5 MD	D	SD	2 NBJ	1
	C. Students								
3.9	16. It was somewhat difficult to keep track of each of my students' accumulated achievements and competencies.	2 SA	1 A	4 MA	2 MD	2 D	SD	1 NBJ	1
4.0	17. The program seems to be leading to my students' competence, in this subject/ skill area.	SA	4 A	4 MA	2 MD	1 D	SD	1 NBJ	1
4.2	18. My students seemed to enjoy the learning activities.	SA	5 A	4 MA	2 MD	D	SD	1 NBJ	1
	D. General								
2.7	19. The program does not allow enough opportunity for teacher creativity.	SA	A	2 MA	6 MD	3 D	1 SD	NBJ	1
4.3	20. The program seems soundly based in learning theory.	SA	7 A	1 MA	3 MD	D	SD	1 NBJ	1
3.0	21. The organization of the teacher's guide seems to promote efficient planning.	SA	3 A	2 MA	2 MD	2 D	3 SD	NBJ	1
3.9	22. More teacher training is needed in how to implement this curriculum.	2 SA	4 A	1 MA	1 MD	4 D	SD	NBJ	1
4.0	23. The entire curriculum demonstrates a unifying theme or methodology.	1 SA	3 A	4 MA	2 MD	1 D	SD	1 NBJ	1

24. Completing the preceding items may have prompted your recollection of suggestions that may help in improving the curriculum. Please enter these ideas in the space provided. Also please indicate why you are using the guide with your present frequency. _____

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Thank you.

Explanation of Summary Statistics

*Average Response was computed after assigning the following values to the response choices:

- o Always, Frequently, Sometimes, Rarely, Never were assigned 5,4,3,2,1 respectively
- o SA, A, MA, MD, D, SD were assigned the values 6,5,4,3,2,1
  NBJ responses were not included in calculation of the average

#Frequencies: The number of teachers who selected that response.

ONo Response: The number of teachers who did not respond to that item.

Appendix C.1 (Continued)

Summary: All Curriculum Areas

Teacher's Sentiments
Regarding Curriculum

Date: _____

Number of Teachers

Which Curriculum? (Circle One): Language Arts 15 Social Studies 12

Mathematics 13 Science 9

*AVERAGE		FREQUENCIES				#NO RE
2.5	Your Use of the Guide in Planning Daily Instruction (Circle One):	9	13	11	9	6
		Always,	Frequently,	Sometimes,	Rarely, Never	

The following statements are intended to elicit your overall feelings toward the new curriculum. Before responding to the questionnaire, please review your copy of the teacher's guide.

Directions: Indicate the extent of your agreement (or disagreement) with each of the following statements by circling the response choice that is closest to your feelings.

Response Choices

SA = Strongly Agree	MD = Mildly Disagree	NBJ = No Basis for Judgment
A = Agree	D = Disagree	
MA = Mildly Agree	SD = Strongly Disagree	

Please be frank in expressing your feelings; your responses will remain anonymous.

AVERAGE	A. Learning Objectives	FREQUENCIES							NO RE
4.2	1. The suggested timing (Pre-School, Primary, Elementary, Middle) for introducing objectives seems sensitive to student development.	3 SA	15 A	12 MA	5 MD	2 D	2 SD	5 NBJ	6
4.0	2. The set of objectives seems reasonably complete.	2 SA	17 A	13 MA	4 MD	2 D	3 SD	3 NBJ	4
3.4	3. The wording of objectives is somewhat vague.	4 SA	6 A	7 MA	14 MD	8 D	2 SD	3 NBJ	4
4.0	4. The scope of each objective provides enough opportunity to demonstrate student learning.	1 SA	13 A	17 MA	4 MD	3 D	1 SD	5 NBJ	4

B. Activities/Techniques, Materials, Evaluation

4.2	5. Some of the objectives have an insufficient number of suggested activities.	7 SA	10 A	11 MA	11 MD	D	1 SD	4 NBJ	4
4.2	6. Most activities/techniques allowed convenient classroom management.	1 SA	18 A	10 MA	4 MD	2 D	1 SD	5 NBJ	7
3.7	7. Many activities/techniques required excessive resources like teacher planning and physical materials.	9 SA	3 A	6 MA	14 MD	7 D	1 SD	4 NBJ	4
2.7	8. The activities/techniques were excessively difficult for my students.	2 SA	1 A	4 MA	14 MD	14 D	3 SD	6 NBJ	4
3.9	9. Suggested materials were reasonably easy to acquire.	2 SA	11 A	12 MA	6 MD	2 D	2 SD	9 NBJ	1
3.?	10. Suggested materials do not always support the related activity.	1 SA	3 A	11 MA	12 MD	9 D	1 SD	7 NBJ	4
4.1	11. Suggested activities/techniques seemed consistent with the objectives.	3 SA	15 A	19 MA	MD	2 D	SD	5 NBJ	6
3.4	12. The evaluation methods provided adequate help in deciding what to work on next with my students.	SA	9 A	12 MA	9 MD	4 D	4 SD	5 NBJ	3

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Appendix C.1 (Continued)

AVERAGE		FREQUENCIES							NO RES
3.6	13. Some evaluation methods were difficult to manage in a class of my size.	3 SA	6 A	8 MA	12 MD	5 D	1 SD	9 NBJ	4
3.9	14. The evaluation methods were reasonably easy to produce.	1 SA	9 A	15 MA	6 MD	4 D	SD	6 NBJ	7
3.7	15. Some of the evaluation methods do not seem to measure the learning objectives.	2 SA	6 A	8 MA	14 MD	7 D	SD	7 NBJ	4
	C. Students								
4.1	16. It was somewhat difficult to keep track of each of my students' accumulated achievements and competencies.	8 SA	6 A	9 MA	10 MD	3 D	SD	8 NBJ	4
3.7	17. The program seems to be leading to my students' competence, in this subject/ skill area.	1 SA	11 A	10 MA	8 MD	5 D	1 SD	8 NBJ	4
4.5	18. My students seemed to enjoy the learning activities.	3 SA	15 A	13 MA	2 MD	D	SD	11 NBJ	4
	D. General								
2.6	19. The program does not allow enough opportunity for teacher creativity.	SA	2 A	4 MA	18 MD	10 D	5 SD	5 NBJ	4
4.3	20. The program seems soundly based in learning theory.	4 SA	13 A	12 MA	5 MD	2 D	SD	7 NBJ	5
3.0	21. The organization of the teacher's guide seems to promote efficient planning.	3 SA	9 A	4 MA	8 MD	6 D	11 SD	2 NBJ	5
4.0	22. More teacher training is needed in how to implement this curriculum.	10 SA	10 A	5 MA	9 MD	7 D	1 SD	2 NBJ	4
4.0	23. The entire curriculum demonstrates a unifying theme or methodology.	5 SA	10 A	11 MA	4 MD	3 D	3 SD	7 NBJ	5

24. Completing the preceding items may have prompted your recollection of suggestions that may help in improving the curriculum. Please enter these ideas in the space provided. Also please indicate why you are using the guide with your present frequency. _____

_____

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_____

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_____

Thank you.

Explanation of Summary Statistics

*Average Response was computed after assigning the following values to the response choices:

- Always, Frequently, Sometimes, Rarely, Never were assigned 5,4,3,2,1 respectively
- SA, A, MA, MD, D, SD were assigned the values 6,5,4,3,2,1
  NBJ responses were not included in calculation of the average

#Frequencies: The number of teachers who selected that response.

¢No Response: The number of teachers who did not respond to that item.

Appendix C.1 (Continued)

Summary: Language Arts
Teacher's Sentiments
Regarding Curriculum

Date: _____ Number of Teachers

Which Curriculum? (Circle One): Language Arts 15 Social Studies

Mathematics Science

*AVERAGE		#FREQUENCIES				¢NO RES
2.7	Your Use of the Guide in Planning Daily Instruction (Circle One):	3 Always,	3 Frequently,	5 Sometimes,	1 Rarely, Never	3

The following statements are intended to elicit your overall feelings toward the new curriculum. Before responding to the questionnaire, please review your copy of the teacher's guide.

Directions: Indicate the extent of your agreement (or disagreement) with each of the following statements by circling the response choice that is closest to your feelings.

Response Choices

SA = Strongly Agree	MD = Mildly Disagree	NBJ = No Basis for Judgment
A = Agree	D = Disagree	
MA = Mildly Agree	SD = Strongly Disagree	

Please be frank in expressing your feelings; your responses will remain anonymous.

AVERAGE	A. Learning Objectives	FREQUENCIES						NO RES
4.8	1. The suggested timing (Pre-School, Primary, Elementary, Middle) for introducing objectives seems sensitive to student development.	1 SA	8 A	3 MA	MD	D	SD	2 NBJ	1
4.6	2. The set of objectives seems reasonably complete.	1 SA	7 A	4 MA	1 MD	D	SD	1 NBJ	1
2.9	3. The wording of objectives is somewhat vague.	SA	2 A	1 MA	5 MD	4 D	1 SD	1 NBJ	1
4.5	4. The scope of each objective provides enough opportunity to demonstrate student learning.	1 SA	4 A	7 MA	MD	D	SD	2 NBJ	1

B. Activities/Techniques, Materials, Evaluation

4.0	5. Some of the objectives have an insufficient number of suggested activities.	SA 2	A 2	MA 5	MD 3	D	SD 1	NBJ 1	1
4.1	6. Most activities/techniques allowed convenient classroom management.	SA 1	A 3	MA 5	MD 1	D 1	SD	NBJ 2	2
4.0	7. Many activities/techniques required excessive resources like teacher planning and physical materials.	SA 3	A 2	MA 3	MD 3	D 1	SD 1	NBJ 1	1
2.5	8. The activities/techniques were excessively difficult for my students.	SA	A 1	MA 1	MD 3	D 6	SD 1	NBJ 2	1
4.0	9. Suggested materials were reasonably easy to acquire.	SA 1	A 2	MA 6	MD 1	D 1	SD	NBJ 3	1
2.8	10. Suggested materials do not always support the related activity.	SA	A 2	MA 1	MD 2	D 5	SD 1	NBJ 3	1
4.8	11. Suggested activities/techniques seemed consistent with the objectives.	SA 3	A 5	MA 5	MD	D	SD	NBJ 1	1
3.6	12. The evaluation methods provided adequate help in deciding what to work on next with my students.	SA	A 4	MA 5	MD 1	D 2	SD 1	NBJ 1	1

(over)

Appendix C.1 (Continued)

AVERAGE		FREQUENCIES							NO RESP
3.9	13. Some evaluation methods were difficult to manage in a class of my size.	1 SA	2 A	4 MA	3 MD	1 D	SD	3 NBJ	1
4.0	14. The evaluation methods were reasonably easy to produce.	1 SA	3 A	6 MA	1 MD	2 D	SD	1 NBJ	1
3.4	15. Some of the evaluation methods do not seem to measure the learning objectives.	1 SA	2 A	2 MA	3 MD	4 D	SD	2 NBJ	1
	C. Students								
4.4	16. It was somewhat difficult to keep track of each of my students' accumulated achievements and competencies.	3 SA	3 A	2 MA	2 MD	1 D	SD	3 NBJ	1
4.0	17. The program seems to be leading to my students' competence, in this subject/ skill area.	1 SA	3 A	4 MA	1 MD	2 D	SD	3 NBJ	1
4.9	18. My students seemed to enjoy the learning activities.	2 SA	5 A	3 MA	MD	D	SD	4 NBJ	1
	D. General								
2.0	19. The program does not allow enough opportunity for teacher creativity.	SA	A	MA	5 MD	3 D	4 SD	2 NBJ	1
4.4	20. The program seems soundly based in learning theory.	3 SA	2 A	6 MA	2 MD	D	SD	1 NBJ	1
3.4	21. The organization of the teacher's guide seems to promote efficient planning.	2 SA	3 A	1 MA	2 MD	3 D	2 SD	1 NBJ	1
4.4	22. More teacher training is needed in how to implement this curriculum.	4 SA	3 A	2 MA	3 MD	1 D	SD	1 NBJ	1
4.3	23. The entire curriculum demonstrates a unifying theme or methodology.	4 SA	3 A	3 MA	1 MD	1 D	1 SD	1 NBJ	1

24. Completing the preceding items may have prompted your recollection of suggestions that may help in improving the curriculum. Please enter these ideas in the space provided. Also please indicate why you are using the guide with your present frequency. _____

_____

_____

_____

_____

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_____

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_____

Thank you.

Explanation of Summary Statistics

*Average Response was computed after assigning the following values to the response choices:

- o Always, Frequently, Sometimes, Rarely, Never were assigned 5,4,3,2,1 respectively
- o SA, A, MA, MD, D, SD were assigned the values 6,5,4,3,2,1
  NBJ responses were not included in calculation of the average

#Frequencies: The number of teachers who selected that response.

¢No Response: The number of teachers who did not respond to that item.

APPENDIX C.2: Description of Problems that Occurred During First Data Collection

GALLAUDET COLLEGE
KENDALL GREEN, WASHINGTON, D.C. 20002

INSTRUCTIONAL DEVELOPMENT AND EVALUATION CENTER

January 7, 1982

From: Leonard Kelly

To: Phillip Saif Director of Curriculum, KDES
Kenneth Tiktin Principal, KDES

Re: Curriculum Evaluation

Having recently completed a tabulation of the first data from the evaluation of the four curriculum areas, I have several observations and suggestions to share. In all four areas our information is incomplete because not all teachers have submitted evaluation information according to plan. Unless intervention occurs, in my opinion, the problems will persist during later data collections, affecting both the quality and acceptance of the eventual curriculum guides. I expand on these perceptions below, offering as well, suggestions for change. With your agreement, I would like to meet with you and the supervisors in the near future to resolve or at least clarify my concerns.

These past few months have provided ample opportunity to observe the Kendall faculty. I have made few formal observations of classes, but incidental contact in the hallways has demonstrated the energy that the department members (supervisors, teachers, aides, specialists) devote to the well-being of each child. In addition, conversations with the faculty have shown how well-versed they are with respect to the theory and practice of education; temptation to play the role of the omniscient expert has been easily resisted. Because my wife has been a public school teacher for ten years, I have heard many stories about shallow teacher commitment and competence. Your faculty furnishes a happy contrast, and I would like to channel a greater portion of the energy, expertise, and spirit into the present curriculum evaluation.

As I have said, the first data collection effort was not totally successful. Evidence to support this statement appears below:

- On December 4th, 28 teachers were to have completed a Feedback form for one curriculum guide. So far, I have received the Feedback information from 19 (67%) of the teachers. Of these, a number provided only superficial information on the guides.

Equal Opportunity Employer

- On December 4th, the teachers were to have completed a Teacher Sentiment form - a form much less burdensome than the Feedback form - for each guide in their possession. This should have resulted in the completion of 77 forms. Of these, I presently have received 48 (62%). Further, of these 48, the equivalent of ten forms provided no information because the teachers were not familiar enough with the guides to make comment on many of the items.

- On December 16th, 18 Language Arts teachers were to have administered Cloze passages to their students. On December 17th, four teachers had completed the administration. At that point, I asked the supervisors to defer the testing until after the holidays.

Based on my impression of the faculty, I had anticipated a response rate that was somewhat higher. Discussions with teachers and supervisors leading up to the data collections had always been at least courteous. While concerns were expressed about method and purpose, the meetings seemed to conclude uniformly on a note of concensus and cooperation. Even though most of the data collection - the actual handing-over of papers - was scheduled to occur within the month of December (a period when time is scarce for teachers), the evaluation responsibilities of each teacher had been explained well before that time. Again, these responsibilities were accepted with little resistance.

Whatever the cause of the difficulty, persistance of the present trend will produce a number of unfavorable consequences. Most obviously, the limited response rate will reduce the number of suggestions for making improvements in the guides. It follows that the final guides will be of lower quality. Further, because some of the teachers will have made only a cursory contribution to development, they may make an equally reluctant investment in their actual use when the guides are revised. I feel that failure to address teachers' present reticence could also lead to their interpretion that the original request for their comment was prompted by cosmetic, public relations motives.

While I am eager to avoid these outcomes, I am equally aware of circumstances that seem to influence teachers' participation in the evaluation. Inspection of the guides and completion of the forms - chores with little aesthetic appeal - occur at the expense of the role that teachers find most fulfilling, i.e. promoting the growth of the students. I suspect that, given limited time, teachers would prefer to devote their energies to either teaching or planning. The simultaneous appearance of four curriculum guides, all competing for attention, has hardly eased the burden of reconciling classroom duties with evaluation obligations. Except for Angela's giving credit through the PES, I am aware of no structured recognition for teachers' participation in the curriculum evaluation. As a result, there is little opportunity for rewarding a teacher's willingness and ability to balance the two roles of instructor and evaluator.

These observations prompt my suggestion of several possible courses of action.

Alter Evaluation Format: Instead of using our existing forms exclusively, further data gathering could include individual interviews with teachers. The interviews might occur during the week prior to the designated collection dates and, in that way, promote teachers familiarity with the guide(s). This format would also allow teachers to ventilate their feelings, let off steam while providing suggestions for improving the guide(s).

Reduce Teacher Responsibilities: As mentioned, some teachers have as many as five forms to complete: One Feedback form, four Sentiment forms for each collection date. The last data collection indicated that teachers complete either all or none. Reducing each teacher's load to only one Feedback and one Sentiment form per collection date might overcome the inertia that results from anticipating a mountain of paperwork. Although this measure will limit the breadth of our information, I think that it would promote a depth of opinion that would more than compensate. Discussions of this option should include the participation of the people who will make the actual revision in the guides.

Identify and Use Specific Times for Evaluation Activities: If the evaluation is important, it should be accorded appropriate time in the school routine. This might require designation of specific periods for evaluation and enlistment of supervisors, administrators, and IDEC personnel to cover scheduled classes or accept teachers' lunch/recess duty, freeing teachers to inspect and comment on the guides. Whatever form this approach takes, it may require more structure than the 1:00 to 2:00 p.m. period on the December 4th professional day. Teachers who used that time to meet and evaluate the guides (the designated purpose of the time) were somewhat in the minority.

Acknowledge Evaluation Participation in the FES: Again, if the faculty are expected to contribute energy to the curriculum evaluation, appraisals of their personal work should acknowledge their efforts. The systematic recognition of teachers' performance in this and future evaluations may reinforce active participation in such projects. In partial support of this practice the response rate of the Primary department for Feedback and Sentiment forms was 97%.

Prior Discussion of Evaluation Procedures: Dialogues during AMT, SMT and department meetings were certainly helpful but they were not sufficient to promote our sensitivity to the realities of the KDES setting. I would much prefer prior debate, however heated, in favor of the benign acceptance that has uniformly preceded commitment to a procedure. For example, I received little if any objection regarding the form of the cloze passages, when I presented a representative passage to a school-wide department meeting, two days prior to Thanksgiving. It was only when I came to collect the completed passages on December 17 that I encountered rather strenuous objection to the present form of the cloze passages. Thorough discussion of procedures will help us avoid similar incidents in the future.

In this memo I have attempted to present a problem and several suggestions for positive action related to it. I would welcome the opportunity to discuss a course of action with you at your earliest convenience. The next data collection is scheduled for January 28.

LK:ada

APPENDIX C.3: Report to Teachers Following First Data Collection

Memorandum

February 5, 1982

TO: KDES Faculty

FROM: Mike Deninger M.D.

RE: Curriculum Implementation and Evaluation

A great deal of progress has taken place thus far this year in our efforts to implement the programs in Language Arts, Social Studies, Science, and Mathematics; yet a great deal remains to be done. The purpose of this memorandum is to re-emphasize the importance of this development and evaluation activity that was determined to be our major priority for this school year.

I am aware of some of the successes you have enjoyed to date. The Language Arts demonstration classes have operated as planned, and many of you have received training in how to implement the program in your classrooms (Margaret Hallau even tied me to a chair for a morning of training!).

I am also aware that you must face difficulties in your attempts to use one or more of the guides for planning instruction. These difficulties must be overcome so that the curriculum guides can become the blueprint for instruction that they are intended to be. Our decision to reassign Phil Mackall to the revision and implementation of the Mathematics Program has yielded some exciting results, and the word is out that the faculty appreciates this kind of support.

I know, for example, that the Social Studies guide has presented particular problems to teachers. These problems were made known to me some time ago, and it was decided that Bette Landish and Sara Gillespie would give particular attention and time to reorganizing the guide. This is underway now, and will continue through the end of the school year. I am confident that this renewed focus on the Social Studies Program will move us ahead.

I am encouraged by the progress that has occurred, but I am also disappointed that the response to the evaluation of the guides has not been complete. Attached is a description of the evaluation data generated during the first data collection period. I am concerned that the rates of responses were not greater. We must all remember that the main reason for conducting evaluations of this sort is to improve the product.

It will not concern me if major problems are revealed with the usability of the guides. These problems, if documented, can and will be remedied. It is imperative that you

(Over)

Kendall Demonstration Elementary School
Gallaudet College
Kendall Green
Washington, D.C. 20002

provide the raw data necessary for the purpose of revision.

When the evaluation of the guides was in the design stage, I made it clear that teachers not be unduly burdened with data collection, only for the sake of accumulating more information. Because of this, a matrix design was accepted that would minimize the data collection requirements for most teachers. All this considered, you may still feel like you are asked to do a lot. You are. I would be among the first to admit that.

The business that we are about right now in developing and evaluating these guides requires an extraordinary amount of planning, and must be monitored carefully as revisions become necessary. Without the consistent cooperation of all faculty members, our guides will be less than what we want them to be.

The less-than-complete response to the guides during the first data collection period will hinder us in making revisions, if the response to the request for evaluation data does not improve in the future. It is imperative that all faculty members respond with the evaluation data requested at all future data collection points.

Accordingly, I have instructed all supervisors to re-affirm with faculty in their departments the requirements related to implementation and evaluation of these guides. This is a school-wide goal that all individuals are expected to support. Your cooperation will be appreciated. The worst thing would be to not respond. A lack of responses will result in a less desirable curriculum product.

MLD:cf
Attachment

Results of Teachers' Evaluations of the Curriculum Guides after the First Collection of Information

NEXT COLLECTION: FRIDAY FEBRUARY 12

WHAT HAS HAPPENED SO FAR

In early December, teachers began formally commenting on the four curriculum guides, although informal, "hallway" comments had started much earlier than that. Two kinds of forms were used: a Feedback form on which each teacher was asked to make specific suggestions for revising one guide; and Teacher Sentiments forms on which each teacher summarized overall feelings about the quality of each guide in his/her possession. Both forms asked structured questions, but also provided space for teachers to compose original written comments about the guides. This report summarizes what teachers said, explains how the information collected so far has helped improve the guides, and, finally, specifies the need for further information from teachers. Although this summary contains only a sample of the information from the first collection, each department supervisor has a copy of the full report.

COMMENTS HAVE BEEN PUT INTO ACTION

A number of teachers were very explicit in the written comments portion of the two kinds of evaluation forms, and some of their ideas have already been put into action. Changes resulting from teachers written suggestions appear in Appendix A of this report.

These changes show that teachers' comments constitute a valuable source of information for the people who are revising the guides.

ANSWERS TO STRUCTURED QUESTIONS INDICATE TEACHER'S MIXED FEELINGS

Teachers' responses to the structured questions of the Feedback form and the Teacher Sentiments questionnaire suggest that teachers do not have strong feelings (positive or negative) about the guides. A few teachers used their Feedback forms to give extensive and explicit suggestions for improving the guides; the response of most teachers, however, was more limited. On the Sentiments form, also, teachers' responses indicated that they had not yet formed strong sentiments about the guides. Appendix B displays teacher responses to representative questions on the Sentiment form. Most teachers expressed praise or criticism that was somewhat non-committal, answering either Mildly Agree or Mildly Disagree for many of the items.

Teachers also reported how often they used each of the guides in planning for daily instruction. This information, summarized in Appendix C, also indicates neither enthusiastic acceptance nor total rejection of the guides.

QUESTIONS STILL NEED ANSWERING

Most of our information shows that the curriculum guides are not totally accepted as tools for planning instruction. This did not come as a complete surprise because informal criticism, expressed in the late fall, alerted us to some of the guides' limitations. We expected that these early comments would lead to concrete suggestions for making the guides helpful and not just tolerable. But, the somewhat limited responses on the Feedback forms reveal that the favorable effect of teacher experience and suggestions has not yet emerged completely. Because we are anxious to incorporate teacher expertise into the guides, we urge your full input at this time. The Feedback information will allow continuation of the preliminary refinements in the guides, initiated by some teachers' written comments.

NEXT FEEDBACK COLLECTION: FRIDAY, FEBRUARY 12TH

Please inspect your assigned curriculum guide and then on Friday, February 12th, complete the Feedback information, as instructed by the directions contained in your packet of forms; then submit the information to your department supervisor. Inspect and comment on those parts of the guide that relate to all objectives that you have worked on with your students. In other words, when you have made exclusive use of a textbook series to teach an objective, find the comparable objective in the guide and comment on all materials, activities, etc. listed in the guide for that objective. If the textbook objective is not in the guide, write it into the comments section of the Feedback form so that we can consider it for use in the revised guide. In addition, if you would like to discuss the guide with another teacher who is assigned to the same guide, you will find, as Appendix D, a list of the teachers responsible for each guide.

Important for Teachers Assigned to the Social Studies Guide: Your suggestions for improving the Social Studies guide will be gathered by an interview arranged by Bette Landish.

Thank you for your help.

APPENDIX A

Current and Planned Changes in
Curriculum Guides Resulting from Teacher Comments

Guide	Teacher Comment	Action Taken
Language Arts	"The program, in general, does not seem to address the needs of the child who already exhibits a serious deficit. The natural approach doesn't seem to intervene enough."	A list of instructional strategies has been prepared that suggests how to address these deficits directly but in a manner still consistent with the natural approach.
Language Arts	"Need material relevant to stories; (because there is no such file) teachers are forced to spend inordinate time looking (for materials)."	Follow-up activities and retelling outlines for the first 15 levels of Reading Unlimited are now available to teachers. Through Martha Manson and Leslie Lewis.
Math	"Some objectives don't have enough activities."	Supplementary activities have been produced in standard form (write-ups). Phil Mackall has a listing of activitiy descriptions. and the MRC call number where they can be found.
Math	"It is hard to keep track of my students' progress."	A system is being produced that suggests a time for introducing objectives, displays the complementary relationships among objectives and provides the forms for documenting a students' progress.
Science	"The adapted science series is so nice I rarely turn to the curriculum guide. A cross reference would be nice."	A conversion sheet/index, similar to the one produced for Math by Phil Mackall, is planned that will relate the objectives of the science curriculum to comparable portions of the science series.

Guide	Teacher Comment	Action Taken
Social Studies	"Need More Deaf Related Units."	Units on Deaf Culture are being planned for the revised guide.
Social Studies	"Not an easy guide to read."	Once it is reorganized, the guide will be more "user-friendly"
Social Studies	"Need a cross reference between guide and text."	The relationship between guide objectives and text-book units will be demonstrated in the revised guide.

Appendix: Selected Teacher Sentiments

B About Curriculum Guides

This section shows how teachers felt toward five statements from the Teacher Sentiment Questionnaire, administered in December. The statements appear for each of the four curriculum guides. Next to each statement you can see the number of teachers who selected each of the available response choices. You can also see the average response, which summarizes the feelings of all the teachers who responded to the statement. Again, department supervisors have copies of the report that shows teacher feelings about all statements on the Teacher Sentiments Questionnaire.

LANGUAGE ARTS

	Sentiment Statement	Response Choices	Number of Teachers	Average Response
1.	The set of learning objectives seems reasonably complete.	Strongly Agree:	1	
		Agree:	7	Agree
		Mildly Agree:	4	
		Mildly Disagree:	1	
		Disagree:	0	
		Strongly Disagree:	0	
		No Basis for Judgment:	1	
2.	Suggested learning activities seem consistent with the learning objectives.	Strongly Agree:	3	
		Agree:	5	Agree
		Mildly Agree:	5	
		Mildly Disagree:	0	
		Disagree:	0	
		Strongly Disagree:	0	
		No Basis for Judgment	1	
3.	Some of the evaluation methods do not seem to measure the learning objectives.	Strongly Agree:	1	
		Agree:	2	
		Mildly Agree:	2	
		Mildly Disagree:	3	Mildly Disagree
		Disagree:	4	
		Strongly Disagree:	0	
		No Basis for Judgment:	2	
4.	The program seems to be leading to my student's competence in this subject/skill area.	Strongly Agree:	1	
		Agree:	3	
		Mildly Agree:	4	
		Mildly Disagree:	1	Mildly Agree
		Disagree:	2	
		Strongly Disagree:	0	
		No Basis for Judgment:	3	

	Sentiment Statement	Response Choices	Number of Teachers	Average Response
5.	The organization of the teacher's guide seems to promote efficient planning.	Strongly Agree:	2	
		Agree:	3	
		Mildly Agree:	1	
		Mildly Disagree:	2	Mildly Disagr
		Disagree:	3	
		Strongly Disagree:	2	
		No Basis for Judgment:	1	

MATHEMATICS

1.	The set of learning objectives seem reasonably complete.	Strongly Agree:	0	
		Agree:	8	
		Mildly Agree:	3	Mildly Agree
		Mildly Disagree:	0	
		Disagree:	0	
		Strongly Disagree:	1	
		No Basis for Judgment:	0	
2.	Suggested learing activities seem consistent with the objectives.	Strongly Agree:	0	
		Agree:	6	
		Mildly Agree:	4	Mildly Agree
		Mildly Disagree:	0	
		Disagree:	1	
		Strongly Disagree:	0	
		No Basis for Judgment:	0	
3.	Some of the evaluation methods do not seem to measure the learning objectives.	Strongly Agree:	0	
		Agree:	3	
		Mildly Agree:	2	Mildly Agree
		Mildly Disagree:	5	
		Disagree:	0	
		Strongly Disagree:	0	
		No Basis for Judgment:	2	
4.	The program seems to be leading to my student's competence in this subject/ skill area.	Strongly Agree:	0	
		Agree:	4	
		Mildly Agree:	4	Mildly Agree
		Mildly Disagree:	2	
		Disagree:	1	
		Strongly Disagree:	0	
		No Basis for Judgment:	1	

MATHEMATICS

	Sentiment Statement	Response Choices	Number of Teachers	Average Response
5.	The organization of the teachers' guide seems to promote efficient planning	Strongly Agree:	0	
		Agree:	3	
		Mildly Agree:	2	
		Mildly Disagree:	2	
		Disagree:	2	Mildly Disagree
		Strongly Disagree:	3	
		No Basis for Judgment:	0	

SCIENCE

1.	The set of learning objectives seems reasonably complete.	Strongly Agree:	1	
		Agree:	2	Agree
		Mildly Agree:	1	
		Mildly Disagree:	1	
		Disagree:	0	
		Strongly Disagree:	0	
		No Basis for Judgment:	2	
2.	Suggested learning activities seem consistent with the objectives.	Strongly Agree:	0	
		Agree:	3	
		Mildly Agree:	3	Mildly Agree
		Mildly Disagree:	0	
		Disagree:	0	
		Strongly Disagree:	0	
		No Basis for Judgment:	1	
3.	Some of the evaluation methods do <u>not</u> seem to measure the learning objectives.	Strongly Agree:	0	
		Agree:	0	
		Mildly Agree:	1	
		Mildly Disagree:	2	Mildly Disagree
		Disagree:	3	
		Strongly Disagree:	0	
		No Basis for Judgment:	1	
4.	The program seems to be leading to my students' competence, in this subject/skill area.	Strongly Agree:	0	
		Agree:	3	
		Mildly Agree:	1	Mildly Agree
		Mildly Disagree:	1	
		Disagree:	0	
		Strongly Disagree:	0	
		No Basis for Judgment:	2	
5.	The organization of the teacher's guide seems to promote efficient planning.	Strongly Agree:	1	
		Agree:	2	Agree
		Mildly Agree:	1	
		Mildly Disagree:	1	
		Disagree:	0	
		Strongly Disagree:	0	
		No Basis for Judgment:	1	

SOCIAL STUDIES

	Sentiment Statement	Response Choices	Number of Teachers	Average Response
1.	The set of learning objectives seem reasonably complete.	Strongly Agree:	0	
		Agree:	0	
		Mildly Agree:	5	
		Mildly Disagree:	2	Mildly Disagree
		Disagree:	2	
		Strongly Disagree:	2	
		No Basis for Judgment:	0	
2.	Suggested learning activities seem consistent with the objectives.	Strongly Agree:	0	
		Agree:	1	
		Mildly Agree:	7	Mildly Agree
		Mildly Disagree:	0	
		Disagree:	1	
		Strongly Disagree:	0	
		No Basis for Judgment:	1	
3.	Some of the evaluation methods do not seem to measure the learning objectives.	Strongly Agree:	1	
		Agree:	1	
		Mildly Agree:	3	Mildly Agree
		Mildly Disagree:	4	
		Disagree:	0	
		Strongly Disagree:	0	
		No Basis for Judgment:	2	
4.	The program seems to be leading to my students' competence in this subject/skill area.	Strongly Agree:	0	
		Agree:	1	
		Mildly Agree:	1	
		Mildly Disagree:	4	Mildly Disagree
		Disagree:	2	
		Strongly Disagree:	1	
		No Basis for Judgment:	2	
5.	The organization of the teacher's guide seems to promote efficient planning.	Strongly Agree:	0	
		Agree:	1	
		Mildly Agree:	0	
		Mildly Disagree:	3	
		Disagree:	1	Disagree
		Strongly Disagree:	6	
		No Basis for Judgment:	0	

APPENDIX C

Teachers' Reported Use of the Guides in Planning for Daily Instruction

Frequency of Use

Guides	Always	Frequently	Sometimes	Rarely	Never
Language Arts	0 Teachers	3 Teachers	3 Teachers	5 Teachers	1 Teacher
Mathematics	0 Teachers	3 Teachers	4 Teachers	2 Teachers	2 Teachers
Science	0 Teachers	1 Teacher	2 Teachers	2 Teachers	3 Teachers
Social Studies	0 Teachers	2 Teachers	4 Teachers	2 Teachers	3 Teachers

APPENDIX D

Feedback Assignments for Each Curriculum Guide

Language Arts

Heidi Dexheimer
Martha Manson
Betty Waddy-Smith
Pam Perone
Susan Searls
Linda Hendricks
Tom Bull
Leslie Lewis
Don Mahoney
Shelby Kubis

Mathematics

Lynn Stirling
Rachel Harris
Peggy Swift
JoAnn Mackinson
Cheryl Coulston
Virgyl Mason

Science

Gwen Donchin-Olson
Sherry Lehr
Lynn Erting
Margaret Simpson
Carol Guerrero

Social Studies

Arnetta Myrtle
Wanda Berke
Julia Stovall
Sylvia Golocovsky
Ben Provance
Melvia Nomeland
Sarah Raymond

APPENDIX C.4: Summary of Teacher Sentiments

toward the Math Curriculum Guide, 1981-82

This table displays teacher agreement and disagreement with 24 statements about the curriculum guide. Teachers responded using a seven point scale.

- Strongly Agree
- Agree
- Mildly Agree
- Mildly Disagree
- Disagree
- Strongly Disagree
- No Basis for Judgment

Number of Teachers responding: December:13; May: 16

Item	December, 1981 Collection		May, 1982 Collection	
	Average Response	Most Frequent Response (Number)	Average Response	Most Frequent Response (Number)
*Frequency of Use	Sometimes	Sometimes (4)	Sometimes	Sometimes (4)
1. Objectives Sensitive to student development	Mildly Agree	Agree (6)	Agree	Agree (6)/ Mildly Agree (6)
2. Objectives complete	Mildly Agree	Agree (8)	Agree	Agree (9)
3. Objectives vague	Mildly Disagree	Mildly Disagree (5)	Mildly Disagree	Disagree (5)/ Mildly Disagree(
4. Objectives have good scope	Mildly Agree	Agree (5)/ Mildly Agree (5)	Agree	Agree (8)
5. Not enough activities	Agree	Strongly Agree (3) /Agree (3)/ Mildly Disagree (3)	Agree	Agree (5)
6. Activities convenient to use	Mildly Agree	Agree(8)	Agree	Agree(9)
7. Activities require many resources	Mildly Disagree	Disagree(5)	Mildly Agree	Agree(5)

*For this item, teachers chose from among: Always Frequently, Sometimes, Rarely, Never

Appendix C.4 (Cont'd)

Item	December, 1981 Collection		May, 1982 Collection	
	Average Response	Most Frequent Response (Number)	Average Response	Most Frequent Response (Number)
8. Activities too difficult	Mildly Disagree	Agree (5)/ Mildly Disagree (5)	Mildly Disagree	Disagree(6)
9. Materials easy to find	Mildly Agree	Agree(5)	Mildly Agree	Agree(7)
10. Materials don't support activity	Mildly Disagree	Mildly Disagree(5)	Mildly Disagree	Mildly Disagree(6
11. Activities match objectives	Mildly Agree	Agree(6)	Agree	Agree(10)
12. Evaluation methods helpful	Mildly Agree	Agree(3)/ Mildly Disagree(3)	Mildly Agree	Mildly Disagree(5
13. Evaluation methods hard to manage	Mildly Agree	Mildly Agree(3)/ Mildly Disagree(3)	Mildly Disagree	Mildly Agree (7)
14. Evaluation methods easy to produce	Mildly Disagree	Mildly Agree(4)	Mildly Agree	Mildly Agree(4)
15. Evaluation methods don't match obj.	Mildly Agree	Mildly Disagree(5)	Mildly Agree	Mildly Disagree (5) Mildly Agree (5)
16. Record system not effective	Mildly Agree	Mildly Agree(4)	Mildly Agree	Agree(6)
17. Students are learning	Mildly Agree	Agree(4)/ Mildly Agree(4)	Mildly Agree	Agree(7)
18. Students enjoy	Mildly Agree	Agree(5)	Agree	Agree(8)
19. No chance for creativity	Mildly Disagree	Mildly Disagree(6)	Disagree	Disagree(7)

Item	December, 1981 Collection		May, 1982 Collection	
	Average Response	Most Frequent Response (Number)	Average Response	Most Frequent Response (Number)
20. Program has sound theory	Mildly Agree	Agree(7)	Agree	Agree(7)
21. Helps teacher planning	Mildly Disagree	Agree(3)/ Strongly Disagree (3)	Mildly Agree	Mildly Agree(4)
22. Teacher training needed	Mildly Agree	Agree(4)/ Disagree(4)	Mildly Agree	Mildly Agree(5)
23. Curriculum has a theme	Mildly Agree	Mildly Agree(4)	Mildly Agree	Agree(5)

APPENDIX C.5: Summary of Teacher Sentiments

toward the Language Arts Curriculum Guide, 1981-82

This table displays teacher agreement and disagreement with 24 statements about the curriculum guide. Teachers responded using a seven point scale.

- Strongly Agree
- Agree
- Mildly Agree
- Mildly Disagree
- Disagree
- Strongly Disagree
- No Basis for Judgment

Number of Teachers responding: December:15; May: 16

Item	December, 1981 Collection		May, 1982 Collection	
	Average Response	Most Frequent Response (Number)	Average Response	Most Frequent Response (Number
*Frequency of Use	Sometimes	Rarely(5)	Rarely	Rarely(5)
1. Objectives Sensitive to student development	Agree	Agree(8)	Agree	Agree(6)
2. Objectives complete	Agree	Agree(7)	Mildly Agree	Mildly Agree(4)
3. Objectives vague	Mildly Disagree	Mildly Disagree (5)	Mildly Agree	Mildly Agree(4)/
4. Objectives have good scope	Agree	Mildly Agree(7)	Mildly Agree	Mildly Agree(4)/ Mildly Disagree (4)
5. Not enough activities	Mildly Agree	Mildly Agree(5)	Mildly Agree	Agree(4)/ Mildly Agree(4)
6. Activities convenient to use	Mildly Agree	Mildly Agree(5)	Mildly Agree	Mildly Disagree (7)
7. Activities require many resources	Mildly Agree	Strongly Agree(3) /Mildly Agree(3)/ Mildly Disagree(3)	Mildly Disagree	Agree(5)

*For this item, teachers chose from among: Always Frequently, Sometimes, Rarely, Never

Appendix C.5 (Cont'd)

Item	December, 1981 Collection		May, 1982 Collection	
	Average Response	Most Frequent Response (Number)	Average Response	Most Frequent Response (Number)
8. Activities too difficult	Mildly Disagree	Disagree(6)	Mildly Disagree	Disagree(3)/ Mildly Disagree(3)
9. Materials easy to find	Mildly Agree	Mildly Agree(6)	Mildly Agree	Disagree(3)/ Mildly Disagree(3) /Agree(3)
10. Materials don't support activity	Mildly Disagree	Disagree(5)	Mildly Disagree	Disagree(4)
11. Activities match objectives	Agree	Agree(5)/ MildlyAgree(5)	Agree	Agree(6)
12. Evaluation methods helpful	Mildly Agree	Mildly Agree(5)	Mildly Disagree	Disagree(6)
13. Evaluation methods hard to manage	Mildly Agree	Mildly Agree(4)	Mildly Agree	Mildly Agree(4)
14. Evaluation methods easy to produce	Mildly Agree	Mildly Agree(6)	Mildly Agree	Mildly Disagree(3) /Agree(3)
15. Evaluation methods don't match obj.	Mildly Disagree	Disagree(4)	Mildly Disagree	Mildly Disagree(3)
16. Record system not effective	Mildly Agree	Strongly Agree(3)/ Agree(3)	Mildly Agree	Agree(7)
17. Students are learning	Mildly Agree	Mildly Agree(4)	Mildly Agree	Agree(4)
18. Students enjoy	Agree	Agree(5)	Agree	Mildly Agree(3)/ Strongly Agree(3)
19. No chance for creativity	Disagree	Mildly Disagree(5)	Disagree	Disagree(5)/ Mildly Disagree(5)

Item	December, 1981 Collection		May, 1982 Collection	
	Average Response	Most Frequent Response (Number)	Average Response	Most Frequent Response (Number)
20. Program has sound theory	Mildly Agree	Mildly Agree(6)	Agree	Agree(5)
[illegible]. Helps teacher planning	Mildly Disagree	Agree(3)/ Disagree(3)	Mildly Disagree	Mildly Agree(3)/ Mildly Disagree(3)
[illegible]. Teacher training needed	Mildly Agree	Strongly Agree(4)	Agree	Agree(6)
23. Curriculum has a theme	Mildly Agree	Strongly Agree(4)	Agree	Agree(5)

APPENDIX C.6: Summary of Teacher Sentiments toward the Science Curriculum Guide, 1981-82

This table displays teacher agreement and disagreement with 24 statements about the curriculum guide. Teachers responded using a seven point scale.

- Strongly Agree
- Agree
- Mildly Agree
- Mildly Disagree
- Disagree
- Strongly Disagree
- No Basis for Judgment

Number of Teachers responding: December: 8; May: 10

Item	December, 1981 Collection		May, 1982 Collection	
	Average Response	Most Frequent Response (Number)	Average Response	Most Frequent Response (Number)
*Frequency of Use	Rarely	Never (3)	Rarely	Never (4)
1. Objectives Sensitive to student development	Agree	Mildly Agree (2)/ Strongly Agree (2)	Agree	Agree (4)
2. Objectives complete	Agree	Agree (2)	Agree	Agree (7)
3. Objectives vague	Mildly Agree	Disagree (2)	Mildly Agree	Agree/Mildly Disagree (3)
4. Objectives have good scope	Mildly Agree	Agree (3)	Mildly Agree	Agree (4)
5. Not enough activities	Mildly Agree	Agree (3)	Agree	Mildly Agree (5)
6. Activities convenient to use	Agree	Agree (4)	Mildly AGree	Agree (6)
7. Activities require many resources	Mildly Agree	Mildly Disagree(2)	Agree	Agree (4)

*For this item, teachers chose from among: Always, Frequently, Sometimes, Rarely, Never

Item	December, 1981 Collection		May, 1982 Collection	
	Average Response	Most Frequent Response (Number)	Average Response	Most Frequent Response (Number)
8. Activities too difficult	Mildly Disagree	Disagree (3)	Mildly Disagree	Mildly Disagree (4)
9. Materials easy to find	Mildly Agree	Agree (2)/Mildly Agree (2) Mildly Disagree (2)	Mildly Agree	Agree (3)
10. Materials don't support activity	Mildly Disagree	Mildly Disagree (3)	Mildly Disagree	Mildly Agree (4)
11. Activities match objectives	Agree	Agree (3)/ Mildly Agree (3)	Mildly Agree	Agree (4)
12. Evaluation methods helpful	Mildly Agree	Agree (2)/Mildly Agree (2)/Mildly Disagree (2)	Mildly Agree	Mildly Agree (3)
13. Evaluation methods hard to manage	Mildly Disagree	Mildly Disagree (2) Disagree (2)	Mildly Disagree	Mildly Disagree (5)
14. Evaluation methods easy to produce	Agree	Agree (4)	Mildly Agree	Agree (4)
15. Evaluation methods don't match obj.	Mildly Disagree	Disagree (3)	Mildly Agree	Mildly Disagree (4)
16. Record system not effective	Mildly Agree	Mildly Disagree (2)	Mildly Agree	Mildly Agree (6)
17. Students are learning	Mildly Agree	Agree (3)	Mildly Agree	Mildly Agree (5)
18. Students enjoy	Agree	Agree (2)/Mildly Agree (2)	Agree	Agree (6)
19. No chance for creativity	Disagree	Disagree (4)	Mildly Disagree	Mildly Disagree (4)

Item	December, 1981 Collection		May, 1982 Collection	
	Average Response	Most Frequent Response (Number)	Average Response	Most Frequent Response (Number)
20. Program has sound theory	Agree	Agree (3)	Agree	Agree (8)
1. Helps teacher planning	Agree	Agree (2)	Mildly Agree	Agree (5)
2. Teacher training needed	Mildly Agree	Mildly Disagree (3)	Mildly Agree	Agree (3)
23. Curriculum has a theme	Agree	Agree (4)	Agree	Agree (5)

APPENDIX D.1: Teacher Pre-Service Training Evaluation Form including Frequencies of Item Responses

Evaluation of
KDES Pre-Service Training
in
Language Arts

Part I: Learning Goals: Pre and Post Training

Directions: Each of the following 11 statements pertains to your feelings about your mastery of the learning goals of the language arts-related workshops that were offered on Tuesday and Wednesday, August 25 and 26. Please indicate your agreement (or disagreement) with each statement by circling one of the response choices on the right side of the page.

SA = Strongly Agree
A = Agree
MA = Mildly Agree
MD = Mildly Disagree
D = Disagree
SD = Strongly Disagree

We want you to respond twice to each statement.

- In column A, circle the response that would indicate your feelings on Tuesday, before the first workshop. This is a pre-measure.
- In column B, circle the response that is closest to your feelings right now, after completing the workshops. This is a post-measure.

Please be frank in your responses. As you can see, your name is not requested as part of this form.

Number of Teachers Selecting each response option (N=42)

	No Response	Column A Feelings Before Training						Column B Feelings After Training						No Res
1. I feel familiar with the principles of the whole-language approach to reading.	1	4 SA	8 A	8 MA	9 MD	7 D	5 SD	9 SA	18 A	11 MA	2 MD	1 D	SD	1
2. I feel familiar with miscue analysis.	1	2 SA	5 A	3 MA	3 MD	10 D	8 SD	4 SA	16 A	15 MA	3 MD	2 D	SD	1
3. I think that I know how to use the results of miscue analysis to make decisions in the classroom.	2	2 SA	2 A	12 MA	6 MD	10 D	8 SD	3 SA	11 A	15 MA	5 MD	5 D	1 SD	2
4. I understand the purpose of students' retelling of stories.	1	11 SA	14 A	10 MA	3 MD	2 D	1 SD	23 SA	14 A	3 MA	1 MD	D	SD	1
5. I feel that I can use results of story retelling to make instructional decisions.	1	7 SA	13 A	12 MA	5 MD	4 D	SD	12 SA	19 A	10 MA	MD	D	SD	1

Appendix D.1 (Cont'd)

	No Reponse	Number of Teachers Selecting each response.option (N=42)												No.Resp
	7	3	8	14	4	6		6	18	7	3	1		7
6. I understand some of the components of a writing program.		SA	A	MA	MD	D	SD	SA	A	MA	MD	D	SD	
	2	5	13	12	7	2	1	9	15	14	2			2
7. I understand how to encourage reading in content areas.		SA	A	MA	MD	D	SD	SA	A	MA	MD	D	SD	
		2	8	12	6	9	5	5	12	12	7	5		1
8. I feel familiar with the student competency levels used in the KDES language evaluation system.		SA	A	MA	MD	D	SD	SA	A	MA	MD	D	SD	
	2	3	10	14	6	7		5	17	15	2	1		2
9. I feel familiar with language development techniques.		SA	A	MA	MD	D	SD	SA	A	MA	MD	D	SD	
	2	6	14	13	3	4		11	18	9	2			2
10. I feel that I can apply language development techniques in my class.		SA	A	MA	MD	D	SD	SA	A	MA	MD	D	SD	
		3	9	16	4	7	3	5	17	12	5	1	2	
11. I understand the language arts goals of my department.		SA	A	MA	MD	D	SD	SA	A	MA	MD	D	SD	

Appendix D.1 (Cont'd)

Part II: Reactions to Sessions

In this section, we ask your feelings about each of the sessions that you attended. On the table below you see listed the sessions that were presented; the presenter, day, and time are also provided for each session.

Appearing across the top of the table are statements that could possibly apply to some of the sessions that were offered.

Consider each session, then check the boxes that are below those statement(s) that you think apply to that session.

You may check more than one box for each session but if you check "did not attend," please do not check any other boxes.

Number of Teachers making entries for each response category

This session...

Sessions	...was not attended by me	...provided too much information	...expected you to know too much prior information	...was interesting	...helped polish my ideas	...repeated what I knew	...did not permit enough participation	...did not provide enough information	people who made entries
1. Family Feud (Tues., 9:00, M. Deninger)			1	35	19	9			41
2. Using Materials (Tues., 10:45, M. Hallau)		2	1	16	15	9	4	3	30
3. Miscue Analysis (Tues., 11:15, C. Ewoldt)	2	2	5	16	14	6	6	4	36
4. Classroom Use of Miscue and Retelling (Tues., 1:00, C. Ewoldt)	6	3	4	14	10	6	3	3	34
5. Reading in Content Areas (Tues., 2:40, C. Ewoldt)	21			8	4	2	2	3	34
6. Writing Programs (Tues., 2:40, Bull, Matson, Lewis)	22			13	10	3	1	1	38
7. Language Development (Wed., 9:00, Vold and Hallau)		2	2	23	14	9	3	7	38
8. Language Development (Wed., 10:45, Vold and Hallau)	1		1	16	15	12	2	7	36
9. Developing Language (Wed., 1:00 and 2:20, Vold)	5		1	23	13	6	1	6	39
10. Department Goals (Wed., 1:00 and 2:20, Hallau and Ewoldt)	4	1	2	21	23	8		3	38

Use the back of this page for any suggestions.

Appendix D.2 : Differences Between Teacher Self-Perceptions of Language Arts Instructional Skills, Before and After Pre-Service Training: Fall, 1981

Teachers appraised their competence with respect to several Language Arts instructional skills by expressing their agreement (or disagreement) with 11 statements. They responded by choosing from among six alternatives. Each alternative has been assigned a value representing strength of agreement. This allowed computation of averages for each response.

Strongly Agree =6	Mildly Disagree =3
Agree =5	Disagree =2
Mildly Agree =4	Strongly Disagree =1

Average Responses (N=42)

	Item	Before training	After training	t - Value
1.	Familiar with Whole Language Approach	3.5	4.8	6.8*
2.	Familiar with miscue analysis	3.1	4.3	6.3*
3.	Can use miscue analysis to make decisions	2.9	4.0	6.0*
4.	Know purpose of story retelling	4.6	5.4	4.1*
5.	Can use story retelling to make decisions	4.3	5.0	4.7*
6.	Understand writing components of program	3.9	4.7	4.7*
7.	Can encourage content reading	4.2	4.8	3.5*
8.	Understand P.Levels	3.4	4.1	4.6*
9.	Familiar with Language development	3.9	4.6	3.6*
10.	Can use language development in class	4.4	5.0	4.0*
11.	Understand development goals	3.7	4.3	4.0*

*= Significant at .001

APPENDIX D.3:

Reaction Sheet: Language Arts Cycle 1

KDES has embarked on an ambitious undertaking - the implementation of a whole language approach to language arts. One of the major stategies we are using is to provide teachers with release time to learn about the program. Since we will be having two more cycles, we are asking you to take a few moments and reflect on your reactions to the first cycle. This reaction sheet can remain anonymous. They should be returned, by mail if you prefer, to Margaret Hallau, PAS 8.

1. Please check the activities you participated in on the day you worked with Leslie or Martha.

_____ retelling - videotapes and handout
_____ reviewed classroom activities currently happening in your classroom
_____ read handouts
_____ prepared materials for class as a follow-up to training
_____ brainstormed new activities for class
_____ I worked with Leslie
_____ I worked with Martha
_____ other:

2. Please circle the letters that describe your feelings about each of these statements.

SA = Strongly agree
A = Agree
N = No opinion
D = Disagree
SD = Strongly Disagree

1. I can use the information with my students.	SA	A	N	D	SD
2. The morning session was too short for the amount of information that was presented.	SA	A	N	D	SD
3. I am going to try retelling with my students next week.	SA	A	N	D	SD
4. Leslie or Martha pointed out good things that I am already doing.	SA	A	N	D	SD
5. I have several ideas to try in my classroom tomorrow	SA	A	N	D	SD
6. I understand the basic principles of retelling	SA	A	N	D	SD
7. I feel more comfortable selecting materials now.	SA	A	N	D	SD
8. The handouts give me lots of useful information.	SA	A	N	D	SD
9. I felt overwhelmed at the end of the day.	SA	A	N	D	SD
10. Observing in the classroom was helpful.	SA	A	N	D	SD
11. I feel more comfortable with the language arts program now.	SA	A	N	D	SD

12.	Now I'm encouraging my students to do more reading on their own.	SA A N D SD
13.	This instruction was sensitive to what I already knew about language arts.	SA A N D SD
14.	I think I can implement an appropriate climate for reading.	SA A N D SD
15.	There was a good balance between demonstration and explanation.	SA A N D SD

What did you particularly like about this inservice activity?

What changes should we make in the future?

APPENDIX D.4:

Reaction Sheet: Cycle 2 , Language Arts

The comments we received on the first cycle were very helpful. Please take a few minutes to reflect on your second cycle. As before, please return them to Margaret Hallau, PAS 8.

Morning Session with Leslie or Martha

1. Please check the activities you participated in on the day you worked with Leslie or Martha.

_____ retelling - videotapes and handouts
_____ reviewed classroom activities
_____ brainstormed new activities for class
_____ worked with Leslie
_____ worked with Martha
_____ reviewed the program guide
_____ read handouts
_____ discussed problems with students

2. Please circle the letters that describe your feelings about each of these statements.

SA = Strongly agree
A = Agree
N = No opinion
D = Disagree
SD = Strongly disagree

1.	I can use the information with my students.	SA A N D SD
2.	The morning session was too short for the amount of information that was presented.	SA A N D SD
3.	I am going to try retelling with my students next week.	SA A N D SD
4.	Leslie or Martha pointed out good things that I am already doing.	SA A N D SD
5.	I have several ideas to try in my classroom tomorrow.	SA A N D SD
6.	I understand the basic principles of retelling.	SA A N D SD
7.	I can select materials that are compatible with this philosophy.	SA A N D SD
8.	The handouts give me lots of useful information.	SA A N D SD

9.	I felt overwhelmed at the end of the day.	SA A N D SD
10.	I can plan better for individual students now.	SA A N D SD
11.	I understand the program guide better now.	SA A N D SD
12.	Now I'm encouraging my students to do more reading on their own.	SA A N D SD
13.	This instruction was sensitive to what I already knew about language arts.	SA A N D SD
14.	I think I can implement an appropriate climate for reading.	SA A N D SD
15.	There was a good balance between demonstration and explanation.	SA A N D SD

Working with Flo in the afternoon:

1.	I can use the P-Levels for assessing my students now.	SA A N D SD
2.	The information was presented clearly.	SA A N D SD
3.	I do not know how to use information about the P-Levels in planning instruction.	SA A N D SD
4.	I feel comfortable with my level of knowledge of the P-Levels.	SA A N D SD
5.	The session was too short.	SA A N D SD
6.	The handouts provide good information.	SA A N D SD
7.	This instruction was sensitive to what I already knew.	SA A N D SD
8.	I understood the information on the videotape.	SA A N D SD
9.	I need more information on the P-Levels.	SA A N D SD
10.	There was a good balance between demonstration and explanation.	SA A N D SD

What did you particularly like about this inservice activity?

What changes should we make in the future?

Appendix D.5 : Teacher Reactions to Cycle 1 Language Arts Training Fall, 1981 (N=13)

The following list summarizes the responses of 13 teachers to a 15 item questionnaire, completed after the training for Cycle 1. Teachers indicated their agreement or disagreement with each of the 15 statements by selecting one of five response choices:

• Strongly Agree • Agree • No Opinion • Disagree • Strongly Disagree

Item Focus	Average Response: (N=13) (in the range between)	Most Frequent Response
1. Can use the information with students.	Strongly Agree and Agree	Strongly Agree (7)
2. Morning session too short.	No Opinion and Agree	Disagree (5)
3. Will start story retelling next week.	Strongly Agree and Agree	Strongly Agree (5)
4. Trainers pointed out my existing skills.	Strongly Agree and Agree	Strongly Agree (6) and Agree (6)
5. Have ideas for tomorrow.	Strongly Agree and Agree	Agree (8)
6. Understand basics of retelling.	Strongly Agree and Agree	Strongly Agree (6)
7. Can select materials now.	Agree and No Opinion	Agree (5)
8. Handouts gave me information.	Strongly Agree and Agree	Agree (8)
9. Felt overwhelmed at end of day.	No Opinion and Disagree	Disagree (4)
10. Classroom observation helped.	No Opinion and Agree	No Opinion (3)
11. Feel comfortable with program.	Agree and No Opinion	Agree (5)
12. Encourage students to read on their own.	Agree and No Opinion	Agree (6)
13. Training built on my prior skills.	Agree (Exact)	Agree (6)
14. Can implement appropriate climate for reading.	Strongly Agree and Agree	Agree (7)
15. Saw good balance between demonstration and explanation.	Agree and No Opinion	Agree (5)

Appendix D.6 : Teacher Reactions to Cycle 2 Language Arts Training, Fall, 1981 (N=12)

This list summarizes the responses of 12 teachers to a 25 item questionnaire, completed following the training for Cycle 2. Teachers indicated their agreement or disagreement with each of the 25 statements by selecting one of five response choices:

• Strongly Agree • Agree • No Opinion • Disagree • Strongly Disagree

Item Focus	Average Response (N=12): (in the range between):	Most Frequent Response
1. Can use information with students	Strongly Agree and Agree	Agree (7)
2. Morning session too short	No Opinion and Agree	Disagree (4)
3. Will start story retelling next week	Strongly Agree and Agree	Agree (7)
4. Trainers pointed out my existing skills	Agree	Agree (10)
5. Have ideas for tomorrow	Agree and No Opinion	Agree (7)
6. Understand basics of retelling	Strongly Agree and Agree	Agree (8)
7. Can select materials now	Agree and No Opinion	Agree (8)
8. Handouts gave me information	Agree and No Opinion	Agree (9)
9. Felt overwhelmed at end of day	Agree and No Opinion	Afree (5)
10. Can plan for individual students now	Agree and No Opinion	Agree (6)
11. Understand guide better	Agree and No Opinion	No Opinion (7)
12. Encouraging students to read on their own	Agree and No Opinion	Agree (4) No Opinion (4)
13. Training built on my prior Skills	Agree and No Opinion	Agree (7)
14. Can implement appropriate Climate for reading	Strongly Agree and Agree	Agree (8)
15. Saw Good balance between demonstration and explanation	Agree and No Opinion	Agree (7)

Sessions Devoted to P-Levels Training		
1. Can use P-Levels now	Strongly Agree and Agree	Agree (8)
2. Information clear	Strongly Agree and Agree	Agree (9)
3. Don't know how to use P-Levels in planning	No Opinion and Disagree	No Opinion (4) Disagree (4)
4. Understand P-Levels	Agree and No Opinion	Agree (7)
5. Session too short	Agree and No Opinion	Disagree (5)
6. Handouts gave me information	Agree and No Opinion	Agree (6)
7. Instruction build on what I knew	Agree	Agree (7)
8. Understood Video-tape	Agree and No Opinion	Agree (7)
9. Need more information	No Opinion and Disagree	Disagree (5)
10. Good balance : demonstration/ explanation	Agree and No Opinion	Agree (8)

Appendix D.7: Revision Team Feedback on Quality of Evaluation Information

GALLAUDET COLLEGE
KENDALL GREEN, WASHINGTON, D.C. 20002

INSTRUCTIONAL DEVELOPMENT AND EVALUATION CENTER

July 16,1982

To: Curriculum Guide Revisors

From: Len Kelly

Re: Evaluation of the evaluation information

During the past two weeks various information was made available to assist you in the revision of your assigned curriculum guide . The items that you received are checked on the list below.

- o A summary of the teacher sentiments questionnaire, showing how teachers felt about the various parts of the guide first in December and then later in May.
- o Teacher self-composed comments that they included at the end of the sentiments questionnaire.
- o Teacher suggestions for improving the guide that were written directly into the guide.
- o Teacher comments made during May 28th group feedback/evaluation session.
- o (Language Arts only) The list of teacher comments from the Level of Use interviews.

To help in the planning of later evaluations, please express your feelings regarding the contribution that these sources of information made to your revision work. The following items are provided for that purpose. Please comment on any part or aspect of the information that you received.

Name_____ Date_____

1. One source of information that was not very useful in making revisions was..._____

_____

_____

Equal Opportunity Employer

because... _____

_____

_____

2. One source of information that helped a lot was..._____

_____

_____

_____

because..._____

_____

_____

3. The information would have been more helpful for making revisions if it was presented in the following format... (Suggest any changes in the way the information should be presented) _____

_____

_____

_____

4. It would have been helpful to have more information about...

_____

_____

_____

5. An important topic about which I found no information was ...

_____

_____

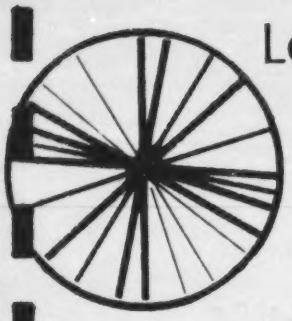
_____

6. A different way to get more helpful information from teachers next year would be..._____

_____

_____

Please return this form to me(box 115 MSSD) before you leave for the summer.



Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption

Gene E. Hall
Susan F. Loucks
William L. Rutherford
Beulah W. Newlove
Research and Development Center for Teacher Education

Change and the tendency to embrace or to resist it seem always to have been a part of the human condition. Change leads to consternation for some, indignation for others, shock for still others, and hope for a few. Because of this inherent potential for trauma, defining concepts and developing measurement procedures for assessing what is actually accomplished by change is difficult and challenging work. All too frequently the affective dimension of change draws a veil that obscures what the innovation users are actually doing. In this paper, we would like to describe a hypothesized dimension of innovation adoption that we have defined and are measuring, which attempts to assess what the individual innovation user actually does in using an innovation (1, 2). The dimension seems to have power for practitioners, researchers, and theoreticians alike — particularly in education, where innovation adoption is so widespread, and where the public interest in change is so intense.

Based on our experiences in the field as practitioners and adoption agents and on our past research efforts, we have found that "change" or innovation adoption is not accomplished in fact just because a decision maker has announced it. Instead, the various members of a user system, such as teachers and professors, demonstrate a wide variation in the type and degree of their use of an innovation. One of the reasons for this variation is the commonly overlooked fact that innovation adoption is a process rather than a decision-point — a process that each innovation user experiences individually. A basic assumption of our present research is that this variation in use by each individual innovation user must be behaviorally described and systematically accounted for if innovations are to be used with maximum effectiveness.

We recognize that other variables need to be considered, such as organizational climate, intervention strategies, and characteristics of decision makers. However, we and others have found that regardless of the character of the outside variables, what actually happens in the individual application of an innovation is open to tremendous variation.

All of the authors participate in the Procedures for Adopting Educational Innovations Project, one of four research projects of The Research and Development Center for Teacher Education, The University of Texas at Austin. Gene E. Hall is project director; Susan F. Loucks, William L. Rutherford, and Beulah W. Newlove are all research associates with the Project. Rutherford is also associate professor of curriculum and instruction.

Levels of Innovation Use

So that we can account for the individual variation in use of an innovation, we have attempted to articulate the *Levels of Use of the Innovation*, a concept described in the *Concerns-Based Adoption Model* (CBAM) (3). Eight discrete levels of use of an innovation that an individual may demonstrate are proposed. These levels range from lack of knowing that the innovation exists to an active, sophisticated and highly effective use of it and, further, to active searching for a superseding innovation. It is further hypothesized that growth in quality of use of an innovation (movement toward higher levels) by most individuals is developmental. Normally, individuals do not use an innovation for the first or even the second time as effectively and efficiently as they do after four or five cycles of use.

The Levels of Use (LoU) dimension describes the various behaviors of the innovation user through various stages — from spending most efforts in *orienting*, to *managing*, and finally to *integrating* use of the innovation. Before actual use, the individual becomes familiar with and increasingly knowledgeable about the innovation. First use is typically disjointed, with management problems quite common. With continued use management becomes routine, and the user (teacher or professor) is able to direct more effort toward increased effectiveness for the clients (learners) and integrate what (s)he is doing with what others are doing. Obviously, these advanced levels of use are not attained merely by use of the innovation through several cycles. Experience is essential but not sufficient to insure that a given individual will develop high-quality use of an innovation.

It should be noted that the LoU dimension is targeted toward describing behaviors of innovation users and does not at all focus on attitudinal, motivational, or other affective aspects of the user. The dimension does not attempt to explain causality. Instead, the LoU dimension is an attempt to define operationally various states of innovation user be-

avior, i.e., what the user is *doing*. The reason the innovation user does certain things (the why) is a reasonable question only after *how* the user behaves can be systematically described and measured.

The LoU Chart

In order to organize in a manageable way the various behaviors characteristic of each level, a framework of indices and decision points has been developed. Operationally defining the concept of LoU in this way greatly increases the probability that the phenomenon of use can be understood and measured validly and reliably. This framework, the "LoU Chart," is presented in its fully defined form as Figure 1. We have found this full articulation to be very helpful for work in the field as well as vital for research, since it provides many indices and data points that can be tapped to determine precisely where an innovation user is.

In studying the LoU Chart, note that in addition to defining the eight Levels of Use, each level is further defined in terms of seven subparts or *categories*. These categories represent the key functions that users carry out when they are using an innovation. At each level, the category descriptions represent the typical behaviors that users at that level are engaged in. However, an individual may not be on the same level in all seven categories, as is illustrated in the following description. When such variations occur, they become further clues for interpretation by the adoption agent and the researcher.

Although the concept of LoU represents a developmental growth continuum, there are key points that distinguish each of the eight Levels of Use. These *Decision Points* are also described in the LoU Chart. By checking out these points, it is possible to quickly assign an overall LoU to a given individual. The fuller complexity of what the user is doing can be assessed by probing further in each of the categories.

Examining Levels of Use

An interesting approach to further examination of Levels of Use is to describe users as they progress from familiarization with to increased sophistication in using an innovation. As an illustration, consider a college professor and the use of instructional modules. In an initial observation, no trace of modules is observed in her instruction and she reports that she has never heard of them, is not actively looking for any information about them, and has no intention of using them. She is at LoU O with respect to every category. Often, however, individuals are found to know quite a bit about an innovation, giving them as high as Level II Knowledge, but still have no intention of using it. This stresses the importance of measuring Level of Use for each category independently and not assuming all category scores will be the same. People with different "profiles" across the categories, although they have the same Level of Use for the majority of categories, may require wholly different interventions. In this example, someone with a high level of knowledge about an innovation would not require the same initial information as one with LoU O Knowledge.

To continue with this example through one more Level of Use, a return visit six months later may find this professor orienting herself to instructional modules. Sample modules are stacked on her desk. She has a file of letters she has written for more information about modules, and she plans to attend a session on modules at an upcoming professional meeting. She can explain the characteristics of modules and the advantages and disadvantages of their possible use in her situation. Since she has begun to explore the possibilities for using modules, but has not yet made a decision, this individual is at overall LoU I. There is also enough information to put her at this Level for the Knowledge, Acquiring Information, Assessing, Planning, Status Reporting, and Performing categories. By revisiting this individual, the developmental nature of Levels of Use is illustrated.

. . . "change" or innovation adoption is not accomplished just because a decision maker has announced it . . . . the members of a user system . . . demonstrate a wide variation in . . . their use of an innovation.

The Levels of Use (LoU) dimension describes the various behaviors of the innovation user through various stages—from . . . orienting, to managing, and finally to integrating use of the innovation.

Several other examples might be useful in understanding Levels of Use. An innovation user reports spending an inordinate amount of time getting materials together and that the best he can do is plan and prepare for student needs on a day-to-day basis. Much time is involved in correcting pre- and post-tests, crisis management of resources and facilities that he thought he had organized, but unforeseen problems continue to arise. The students seem to spend a lot of time waiting for the teacher or for materials needed to proceed. This is a very obvious case of LoU III. Another user states that the materials and facilities needed to use the innovation are well organized, requiring much less time on this. No changes are contemplated. You observe none of the confusion or disjointedness of the Level III user. These are typical Level IV A behaviors, particularly in terms of Knowledge, Planning, Status Reporting, and Performing.

It is frequently the case that innovation users never reach Level IV B. Many reasons for this can be postulated, but it is nonetheless found that often individuals who have used an innovation for many years have never evaluated their use of it, and have never made significant changes. Likewise, it is found that many innovation users never proceed to Level V. At this level, the users begin to coordinate efforts with others who may be sharing the

same students, with the intent to collectively increase student outcomes.

The rare LoU VI individuals are those who are searching above and beyond the present innovation for ways to increase student learning. This is an interesting Level of Use, since as soon as another innovation is explored, the user recycles to LoU I or II with respect to the new innovation. Thus, a full cycle is created.

Discussion and Implications

. . . in the . . . future it will be possible to assess individuals . . . in terms of their Levels of Use . . . and . . . to facilitate their growth in use of the innovation while minimizing the trauma of change.

The Concerns-Based Adoption Model and its LoU dimension are currently the subjects of intensive research. How many of our ideas will subsequently be demonstrated to be true will have to await the results of our studies and the tests of real-world practice. However, even now we have enough data to support the following implications of the LoU dimension.

1. First of all, if different LoU exist, and adopting an innovation is a developmental phenomenon that each user experiences individually, then it must be acknowledged that some individuals will at times be at less efficient levels such as III or IV A. Once acknowledged, these levels need to be accepted as legitimate steps in growth toward sophisticated use. Strategies must then be developed that deal with a user's present LoU and facilitate growth. For example, support for innovation adoption needs to be extended across several cycles of use rather than consisting mainly of no support or an initial two-day "hit and run" workshop. It also seems likely that the same interventions will not be appropriate or relevant for all levels.

2. Related to the above point is the fact emerging from our LoU research that after three cycles of use, 30-40 percent of an innovation's users are stable at LoU IV A. If further dynamic increases in sophistication are desired, special interventions appear to be needed, probably during the third cycle.

3. The concept of LoU also applies to groups and entire institutions. Analysis of the underlying dynamics of a particular group or institutional LoU is a very challenging multivariate area for study. Development of easily applied tools is vitally needed in this area for use by researchers and practitioners.

4. In our research we have encountered problems in attempting to specify exactly what comprises a single innovation. One implication of this problem relates to "innovation bundles" such as individually guided education or competency-based teacher education, where several innovations are combined into "one" innovation. In our research, we find it necessary to assess a given user's LoU for each innovation within the "bundle." These specific LoU's may or may not be the same for all of the component innovations. Managing and studying the adoption of these innovation bundles becomes much more difficult and complicated than it is for single innovations such as changing from one textbook to another (which isn't always easy).

5. One of the key reasons, we think, that so many "evaluation" reports conclude with no significant differences between experimental innovative efforts and comparison efforts is attributable to LoU. In most evaluation studies, the summative (outcome) data are collected during the first cycle of use of the innovation when most of the users are probably at LoU III and are not yet using the innovation effectively. Thus, it is unreasonable to anticipate significant achievement gains. We suspect that the effects of use of an innovation are different depending on the LoU of the user. This has some interesting implications for evaluation studies.

6. LoU represents one part of the complex process of innovation adoption. Another critical part is the affective dimension of innovation users; this dimension is included in the Concerns-Based Adoption Model as the concept of innovation user "concerns." In our present research we are exploring the interrelationship of concerns with LoU and how these relate to other critical change variables.

We envision a time in the not-too-distant future when it will be possible to assess individuals within a school or college in terms of their Levels of Use and concerns about a particular innovation, and to select appropriate intervention strategies and tactics to facilitate their growth in use of the innovation while minimizing the trauma of change.

References

1 The work reported here has been conducted with the support of National Institute of Education contract OEC 6-10-108. The opinions expressed herein, however, are those of the authors and no endorsement by the National Institute of Education is implied.

2 The authors wish to make special acknowledgement of their other coworkers on the Procedures for Adopting Educational Innovations Project who have also been involved in the development of the Levels of Use Chart.

3 Hall, G. E., R. C. Wallace, and W. E. Dossett. *A Developmental Conceptualization of the Adoption Process Within Educational Institutions.* Austin: The Research and Development Center for Teacher Education, The University of Texas at Austin, 1973.

FIGURE I — LoU CHART

LEVELS OF USE SCALE POINT DEFINITIONS OF THE LEVELS OF USE OF THE INNOVATION Levels of Use are distinct states that represent observably different types of behavior and patterns of innovation use as exhibited by individuals and groups. These levels characterize a user's development in acquiring new skills and varying use of the innovation. Each level encompasses a range of behaviors, but is limited by a set of identifiable Decision Points. For descriptive purposes, each level is defined by seven categories.	CATEGORIES KNOWLEDGE That which the user knows about characteristics of the innovation, how to use it, and consequences of its use. This is cognitive knowledge related to using the innovation, not feelings or attitudes.	ACQUIRING INFORMATION Solicits information about the innovation in a variety of ways, including questioning resource persons, corresponding with resource agencies, reviewing printed materials, and making visits.	SHARING Discusses the innovation with others. Shares plans, ideas, resources, outcomes, and problems related to use of the innovation.
LEVEL 0 NON USE: State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.	Knows nothing about this or similar innovations or has only very limited general knowledge of efforts to develop innovations in the area.	Takes little or no action to solicit information beyond reviewing descriptive information about this or similar innovations when it happens to come to personal attention.	Is not communicating with others about the innovation beyond possibly acknowledging that the innovation exists.
DECISION POINT A	*Takes action to learn more detailed information about the innovation.*		
LEVEL I ORIENTATION: State in which the user has acquired or is acquiring information about the innovation and/or has explored or is exploring its value orientation and its demands upon user and user system.	Knows general information about the innovation such as origin, characteristics, and implementation requirements.	Seeks descriptive material about the innovation. Seeks opinions and knowledge of others through discussions, visits, or workshops.	Discusses the innovation in general terms and/or exchanges descriptive information, materials, or ideas about the innovation and possible implications of its use.
DECISION POINT B	*Makes a decision to use the innovation by establishing a time to begin.*		
LEVEL II PREPARATION: State in which the user is preparing for first use of the innovation.	Knows logistical requirements, necessary resources and timing for initial use of the innovation, and details of initial experiences for clients.	Seeks information and resources specifically related to preparation for use of the innovation in own setting.	Discusses resources needed for initial use of the innovation. Joins others in pre-use training, and in planning for resources, logistics, schedules, etc., in preparation for first use.
DECISION POINT C	*Begins first use of the innovation.*		
LEVEL III MECHANICAL USE: State in which the user focuses most effort on the short-term day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.	Knows on a day-to-day basis the requirements for using the innovation. Is more knowledgeable on short-term activities and effects than long-range activities and effects of use of the innovation.	Solicits management information about such things as logistics, scheduling techniques, and ideas for reducing amount of time and work required of user.	Discusses management and logistical issues related to use of the innovation. Resources and materials are shared for purposes of reducing management, flow and logistical problems related to use of the innovation.
DECISION POINT D-1	*A routine pattern of use is established.*		
LEVEL IV A ROUTINE: Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.	Knows both short- and long-term requirements for use and how to use the innovation with minimum effort or stress.	Makes no special efforts to seek information as a part of ongoing use of the innovation.	Describes current use of the innovation with little or no reference to ways of changing use.
DECISION POINT D-2	*Changes use of the innovation based on formal or informal evaluation in order to increase client outcomes.*		
LEVEL IV B REFINEMENT: State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.	Knows cognitive and affective effects of the innovation on clients and ways for increasing impact on clients.	Solicits information and materials that focus specifically on changing use of the innovation to affect client outcomes.	Discusses own methods of modifying use of the innovation to change client outcomes.
DECISION POINT E	*Initiates changes in use of innovation based on input of and in coordination with what colleagues are doing.*		
LEVEL V INTEGRATION: State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.	Knows how to coordinate own use of the innovation with colleagues to provide a collective impact on clients.	Solicits information and opinions for the purpose of collaborating with others in use of the innovation.	Discusses efforts to increase client impact through collaboration with others on personal use of the innovation.
DECISION POINT F	*Begins exploring alternatives to or major modifications of the innovation presently in use.*		
LEVEL VI RENEWAL: State in which the user reevaluates the quality of use of the innovation, seeks major modifications of (or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.	Knows of alternatives that could be used to change or replace the present innovation that would improve the quality of outcomes of its use.	Seeks information and materials about other innovations as alternatives to the present innovation or for making major adaptations in the innovation.	Focuses discussions on identification of major alternatives or replacements for the current innovation.

Procedures for Adopting Educational Innovations Project, Research and Development Center for Teacher Education, University of Texas at Austin, 1975, N.I.E. Contract No. NIE-C-74-0087.

FIGURE I -- LoU CHART

CATEGORIES

ASSESSING	PLANNING	STATUS REPORTING	PERFORMING
Examines the potential or actual use of the innovation or some aspect of it. This can be a mental assessment or can involve actual collection and analysis of data.	**Designs and outlines short- and/or long-range steps to be taken during process of innovation adoption, i.e., aligns resources, schedules activities, meets with others to organize and/or coordinate use of the innovation.**	**Describes personal stand at the present time in relation to use of the innovation.**	**Carries out the actions and activities entailed in operationalizing the innovation.**
Takes no action to analyze the innovation, its characteristics, possible use, or consequences of use.	Schedules no time and specifies no steps for the study or use of the innovation.	Reports little or no personal involvement with the innovation.	Takes no discernible action toward learning about or using the innovation. The innovation and/or its accouterments are not present or in use.
Analyzes and compares materials, content requirements for use, evaluation reports, potential outcomes, strengths and weaknesses for purpose of making a decision about use of the innovation.	Plans to gather necessary information and resources as needed to make a decision for or against use of the innovation.	Reports presently orienting self to what the innovation is and is not.	Explores the innovation and requirements for its use by talking to others about it, reviewing descriptive information and sample materials, attending orientation sessions, and observing others using it.
Analyzes detailed requirements and available resources for initial use of the innovation.	Identifies steps and procedures entailed in obtaining resources and organizing activities and events for initial use of the innovation.	Reports preparing self for initial use of the innovation.	Studies reference materials in depth, organizes resources and logistics, schedules and receives skill training in preparation for initial use.
Examines own use of the innovation with respect to problems of logistics, management, time, schedules, resources, and general reactions of clients.	Plans for organizing and managing resources, activities, and events related primarily to immediate ongoing use of the innovation. Planned-for changes address managerial or logistical issues with a short-term perspective.	Reports that logistics, time, management, resource organization, etc., are the focus of most personal efforts to use the innovation.	Manages innovation with varying degrees of efficiency. Often lacks anticipation of immediate consequences. The flow of actions in the user and clients is often disjointed, uneven and uncertain. When changes are made, they are primarily in response to logistical and organizational problems.
Limits evaluation activities to those administratively required, with little attention paid to findings for the purpose of changing use.	Plans intermediate and long-range actions with little projected variation in how the innovation will be used. Planning focuses on routine use of resources, personnel, etc.	Reports that personal use of the innovation is going along satisfactorily with few if any problems.	Uses the innovation smoothly with minimal management problems; over time, there is little variation in pattern of use.
Assesses use of the innovation for the purpose of changing current practices to improve client outcomes.	Develops intermediate and long-range plans that anticipate possible and needed steps, resources, and events designed to enhance client outcomes.	Reports varying use of the innovation in order to change client outcomes.	Explores and experiments with alternative combinations of the innovation with existing practices to maximize client involvement and to optimize client outcomes.
Appraises collaborative use of the innovation in terms of client outcomes and strengths and weaknesses of the integrated effort.	Plans specific actions to coordinate own use of the innovation with others to achieve increased impact on clients.	Reports spending time and energy collaborating with others about integrating own use of the innovation.	Collaborates with others in use of the innovation as a means for expanding the innovation's impact on clients. Changes in use are made in coordination with others.
Analyzes advantages and disadvantages of major modifications or alternatives to the present innovation.	Plans activities that involve pursuit of alternatives to enhance or replace the innovation.	Reports considering major modifications of or alternatives to present use of the innovation.	Explores other innovations that could be used in combination with or in place of the present innovation in an attempt to develop more effective means of achieving client outcomes.

LoU Interview

0-II/III-VI	Are you currently using Retelling ?

If yes, turn page. If no, continue.

NO

Have you ever used it in the past? If so, when? Why did you stop?

-If yes, go to PAST USERS (Below)

If no, continue.

0/I-II	Have you made a decision to use Retelling in the future?
I/II	If so, when will you begin use?
Knowledge	Can you describe Retelling for me as you see it?
Acquiring Information	Are you currently looking for any information about Retelling ? What kinds? For what purposes?
Knowledge	What do you see as the strengths and weaknesses of Retelling in your situation?
Assessing	At this point in time, what kinds of questions are you asking about Retelling ? Give examples if necessary.
Sharing	Do you ever talk with others and share information about Retelling ? What do you share?
Planning	What are you planning with respect to Retelling ? Can you tell me about any preparation or plans you have been making for the use of Retelling ?
Final Question (Optional)	Can you summarize for me where you see yourself right now in relation to the use of Retelling ?

PAST USERS

Can you describe for me how you organized your use of Retelling , what problems you found, what its effects appeared to be on students?

When you assess Retelling at this point in time, what do you see as the strengths and weaknesses?

NOW, GO TO ABOVE SECTION, STARTING WITH QUESTION MARKED 0/I-II.

YES

Open-ended	Please describe for me how you use Retelling. (Ask sufficient questions to cover minimal criteria for use.)
Assessing/ Knowledge	What do you see as the strengths and weaknesses of Retelling in your situation? (Have you made any attempt to do anything about weaknesses? Probe those they mentioned specifically.)
Acquiring Information	Are you currently looking for any information about Retelling? What kind? For what purposes?
LoU V	Do you work with others in your use of Retelling? Do you meet on a regular basis? Have you made any changes in your use of Retelling based on this coordination?
	If yes, go to LoU V Probes (Below) Retelling
→ Sharing	Do you ever talk with others about Retelling? What do you tell them?
Assessing	(Have you considered any alternatives or different ways of doing things with the program?) Are you doing any evaluating, either formally or informally, that would affect your use of Retelling? Have you received any feedback from students that would affect the way you're using Retelling? What have you done with the information you got?
III/IVA/IVB	Have you made any changes recently in how you use Retelling? What? Why? How recently? Are you considering making any changes?
Planning/Status Reporting	As you look ahead to later this year, what plans do you have in relation to your use of Retelling?
→ III-V/VI	Are you considering or planning to make major modifications or replace Retelling at this time?

LoU V Probes ←

1. Please describe for me how you work together. (What things do you share with each other?)
2. What do you see as the effects of this collaboration?
3. Are you looking for any particular kind of information in relation to this collaboration?
4. Do you talk with others about your collaboration? If so, what do you share with them?
5. Have you done any formal or informal evaluation of how your collaboration is working?
6. What plans do you have for this effort in the future?

If you have enough evidence to place the person at an LoU V, go to Question III-V/VI.

If you do not think the person is an LoU V, go to Question Sharing.

APPENDIX E.2: Reading Writing/Practices Questionnaire

Name: _____

Instructions: Listed below are 31 teacher practices that are consistent with the Whole Language approach. At this time I am trying to estimate which practices are the most heavily used. Please indicate your use of each by circling one of the three response choices:

Do Use = Do use consistently with your students

Do Not Use = Don't use consistently with your students

Do Not N/A= Don't use because it is not appropriate for your students.

Circle one response for each of the 31 items

1. Evaluate a child's prior experience before beginning a story.	Do Use	Do not Use	Do not N
2. Where necessary, supply experiences before beginning a story.	Do Use	Do not Use	Do not N
3. Stress student's use of title, pictures, and plot to predict what's coming up next in a story.	Do Use	Do not Use	Do not N
4. Before your students begin to read stories, explain that they will be asked to do re-tellings when finished reading.	Do Use	Do not Use	Do not N
5. Allow the student to continue an initial retelling of a story without interruption, in spite of mistakes that the student makes .	Do Use	Do not Use	Do not N
6. Follow-up an initial retelling with open-ended questions such as those in the Goodman guide.	Do Use	Do not Use	Do not N
7. During story retelling ask for clarifications without volunteering any new information to the student.	Do Use	Do not Use	Do not N
8. Have students do a story retelling as a group.	Do Use	Do not Use	Do not N

9.	Use story retelling results to guide later, more individualized instruction for each child	Do Use	Do not Use	Do not N
10.	Use instructional retelling to develop an awareness of story elements like setting, characters, and plot.	Do Use	Do not Use	Do not N
11.	Add/delete a story element from a re-telling protocol when a number of students who understand the story include/ exclude it as part of their retelling.	Do Use	Do not Use	Do not N
12.	Ask for the Main Idea of a story with questions like, "Can you tell the story a short way."	Do Use	Do not Use	Do not N
13.	Ask for the story's theme with questions like: "Why do you think the author wrote the story?"	Do Use	Do not Use	Do not N
14.	Have the students act out a story, sometimes using props.	Do Use	Do not Use	Do not N
15.	Use movies or filmstrips as subject material for reports or retellings.	Do Use	Do not Use	Do not N
16.	Promote an emerging writing skill by showing the student instances of the skill in his/her own writing.	Do Use	Do not Use	Do not N
17.	Provide independent reading time when kids read books of their own choosing.	Do Use	Do not Use	Do not N
18.	Provide teacher directed reading time during which emerging skills are cultivated.	Do Use	Do not Use	Do not N
19.	Read stories to your students.	Do Use	Do not Use	Do not N
20.	Allow students to learn new words in context rather than in isolation.	Do Use	Do not Use	Do not N
21.	Encourage students to continue reading independently even when they encounter unknown words.	Do Use	Do not Use	Do not N
22.	Have students draw a picture and then write a story about it.	Do Use	Do not Use	Do not N
23.	Allow students the opportunity to experiment independently with pencil and paper in a somewhat unstructured classroom arrangement.	Do Use	Do not Use	Do not N

24. Keep written records of each student's emerging skills in reading and writing.	Do Use	Do not Use	Do not N
25. Display student composed pictures and stories on the bulletin board or bind them in book form.	Do Use	Do not Use	Do not N
26. Create situations for the students in which reading and writing serve functional purposes.	Do Use	Do not Use	Do not N
27. Help students to set their own purposes for reading by asking questions like: "What will this story be about, based on the title?"	Do Use	Do not Use	Do not N
28. Record your students' dictated stories yourself when they can't write their ideas down alone.	Do Use	Do not Use	Do not N
29. Create situations where you can serve as a model for your students.	Do Use	Do not Use	Do not N
30. Use DRTA instead of DRA approach.	Do Use	Do not Use	Do not N
31. Use the Language Arts Guide for planning daily instruction.	Do Use	Do not Use	Do not N

APPENDIX E.3: Teacher Use of Selected Instructional Practices in Reading/Writing as Expressed in Questionnaire Spring, 1982

This table displays teacher responses to a 31 item questionnaire listing various teaching practices that are consistent with the Whole Language approach. Response alternatives available to respondents were the following:

Do Use = Do use consistently with your students

Do Not Use = Don't use consistently with your students

Do Not N/A= Don't use because it is not appropriate for your students.

Practice	% (N) of Teachers (N=17)		
	Do Use	Do Not Use	Do Not N/A
1. Evaluate a child's prior experience before beginning a story.	59% (10)	41% (7)	0
2. Where necessary, supply experiences before beginning a story.	88% (14)	11% (2)	0
3. Stress student's use of title, pictures, and plot to predict what's coming up next in a story.	88% (15)	12% (2)	0
4. Before your students begin to read stories, explain that they will be asked to do re-tellings when finished reading.	77% (13)	12% (2)	12% (2)
5. Allow the student to continue an initial retelling of a story without interruption, in spite of mistakes that the student makes .	100% (17)	0	0
6. Follow-up an initial retelling with open-ended questions such as those in the Goodman guide.	71% (12)	29% (5)	0
7. During story retelling ask for clarifications without volunteering any new information to the student.	94% (16)	6% (1)	0
8. Have students do a story retelling as a group.	71% (12)	29% (5)	0
9. Use story retelling results to guide later, more individualized instruction for each child	53% (9)	41% (7)	6% (1)
10. Use instructional retelling to develop an awareness of story elements like setting, characters, and plot.	80% (12)	13% (2)	7% (1)
11. Add/delete a story element from a re-telling protocol when a number of students who understand the story include/ exclude it as part of their retelling.	35% (6)	47% (8)	18% (3)

Appendix D.1 (Continued)

	% (N) of Teachers (N=17)		
	Do Use	Do Not Use	Do Not N/A
12. Ask for the Main Idea of a story with questions like, "Can you tell the story a short way."	59% (10)	29% (5)	11% (2)
13. Ask for the story's theme with questions like: "Why do you think the author wrote the story?"	35% (6)	24% (4)	41% (7)
14. Have the students act out a story, sometimes using props.	88% (15)	6% (1)	6% (1)
15. Use movies or filmstrips as subject material for reports or retellings.	59% (10)	41% (7)	
16. Promote an emerging writing skill by showing the student instances of the skill in his/her own writing.	71% (12)	12% (2)	18% (3)
17. Provide independent reading time when kids read books of their own choosing.	94% (16)	6% (1)	
18. Provide teacher directed reading time during which emerging skills are cultivated.	88% (15)	12% (2)	
19. Read stories to your students.	94% (16)	6% (1)	
20. Allow students to learn new words in context rather than in isolation.	94% (16)	6% (1)	
21. Encourage students to continue reading independently even when they encounter unknown words.	82% (14)	6% (1)	
22. Have students draw a picture and then write a story about it.	82% (14)	6% (1)	12% (2)
23. Allow students the opportunity to experiment independently with pencil and paper in a somewhat unstructured classroom arrangement.	71% (12)	18% (3)	12% (2)
24. Keep written records of each student's emerging skills in reading and writing.	47% (8)	53% (9)	
25. Display student composed pictures and stories on the bulletin board or bind them in book form.	82% (14)	12% (2)	6% (1)
26. Create situations for the students in which reading and writing serve functional purposes.	88% (15)	6% (1)	6% (1)
27. Help students to set their own purposes for reading by asking questions like: "What will this story be about, based on the title?"	76% (13)	12% (2)	12% (2)
28. Record your students' dictated stories yourself when they can't write their ideas down alone.	59% (10)	24% (4)	18% (3)
29. Create situations where you can serve as a model for your students.	81% (13)	12% (2)	6% (1)
30. Use DRTA instead of DRA approach.	82% (14)	18% (3)	
31. Use the Language Arts Guide for planning daily instruction.	18% (3)	71% (12)	12% (2)

APPENDIX F.1: Description of the Cloze Reading Passages and Directions for their Administration

Please administer the passages and submit them, still unscored, to your department supervisor by _____ ___ _____.

Description of the Passages

The passages consist of stories drawn from a popular basal reading series; the topics of each story are considered to be potentially familiar to the students at KDES. The introductory portions of the stories are printed intact, followed by the cloze portion, in which every fifth word has been deleted and replaced by a blank space of uniform length. As far as possible, the original pictures have been printed adjacent to the related text. Students will be asked to write the missing words in the blank spaces. They will be scored according to the proportion of their words that preserve the meaning of the original passages. Teachers will not be responsible for scoring the passages. During the testing period, if a student completes a passage and leaves fewer than 1/3 of the spaces blank, that student should immediately work on the passage that is at the next highest level of difficulty.

Nine passages were selected for the cloze exercises, one sample of reading for each of the following levels.

Pre-primer 1	:	roughly equivalent to Scott Forsman levels 1 and 2
Pre-primer 4	:	roughly equivalent to Scott Forsman level 3
Primer	:	roughly equivalent to Scott Forsman level 4
Grade 1	:	roughly equivalent to Scott Forsman level 5
Grade 2	:	roughly equivalent to Scott Forsman levels 6, 7 and 8
Grade 3	:	roughly equivalent to Scott Forsman levels 9, 10, 11 and 12
Grade 4	:	roughly equivalent to Scott Forsman levels 13, 14 and 15
Grade 5	:	roughly equivalent to Scott Forsman levels 16, 17 and 18
Grade 6	:	roughly equivalent to Scott Forsman levels 19, 20 and 21

Directions for Administration

1. Distribute the booklets: Each child should work initially in the booklet that is at the same level as his/her work in the Scott Forsman series. In addition to the table appearing above, the level information is printed on the front of each booklet. The attached supply of booklets for your class was formed after consulting a list of your children's approximate reading levels. Enough books are attached to permit advancement of each student to a passage of greater difficulty, if the student's performance warrants it.

2. Ask or help students to write their names, the date, and your department in the space provided on the cover of the booklet.

(over)

3. Urge the students to write or print legibly. They should use pencils so that answers can be cleanly changed, if the student desires.

4. Orient the students to the cloze task with phrases such as:

   - "Supply the word that's missing."
   - "Find the word that fits."
   - "Put in what the writer left out."
   - "Pretend this is a puzzle with missing pieces; what are the missing pieces?"

   Use your own ingenuity in confirming that your students understand what is expected of them.

   - Explain that they may guess as well as go back to change earlier answers.
   - Tell the students that they will be asked to try another story, if they finish theirs first.

5. Provide assistance while the students are working:

   - Help with spelling. Explain to your students that you will help them spell words for which they request help, although you will not supply the words, themselves, or their signs.
   - Help with problems resulting from unfamiliarity with cloze passages such as placement of an intended answer in the wrong place on the page.
   - Help students sustain their attention on the completion of the cloze passages.

   The younger your students are, the more "helpful hovering" will be required; it may be desirable to completely "walk through" the activity with the children.

6. Allow a full class period for completion of the passage. Students should continue until they are finished or until they "can't understand any more."

7. As students turn in their booklets, count the number of blanks. If fewer than 1/3 of the spaces are blank administer the passage at the next level of difficulty.

8. Please avoid discussing the passages with your students after testing because we may be using the passages again at some later point in time.

<u>Special Directions for Oral/Signed Administration</u> (Pre - School)

1. Administer to each child individually.

2. Situate yourself and the student in such a way that pictures and text are visible to both of you.

3. Sign the story to the student. When you come to one of the blanks, pause and ask the student to supply the missing word or "the word that comes next".

4. Write the word that the student suggests in the space provided.

5. Integrate your signing of the test with opportunities for the student to inspect the pictures that accompany the text that you are signing.

6. Continue your signing until you have completed all three stories.

APPENDIX F.2: Instructions for Scoring Cloze Passage Entries, Sample Excerpt of Student Performance and Matching Scoring Sheet

Each response is evaluated in two ways and the result entered on to the scoring sheet.

A. Meaning: (Check only one of the following three alternatives.)

1. Verbatim: Enter a check mark in this column if the student's response is the same as the word deleted from the original story. See responses 27, 33, 37, 38, and 39 in the Student Sample on the following page.

2. Meaning Passage: Enter a check if the student's response preserves or is consistent with the meaning of the passage. Do not evaluate a student's response by comparing it to the exact word that was deleted from the passage. Instead, evaluate the response by comparing it to the context and deciding if the response fits the overall meaning. See the responses to 29 and 34 in the Student Sample.

3. Meaning Sentence: If a response is neither Verbatim nor meaningful in the passage consider whether it has meaning in the sentence. If yes, check the Meaning Sentence Column for that response. See #32 of the Student Sample.

It is possible for a word to be meaningful without being syntactically acceptable.

B. Form: Check only one of the following two alternatives.

1. English: If the response is syntactically acceptable English enter a check mark in the Form E column. See #26, #29, and #34 of the Student Sample. Do not check for Verbatim responses.

2. Sign: If the response would have been syntactically acceptable if it had been signed, please enter a check in the Form S column. This scoring gives credit when differences like omitted verb endings; omitted s, es, or 's on plurals and possessives; or omitted articles (a, the) appear in a response. There may be other responses that are also consistent with the student's language system that you may encounter and score as acceptable. See #32 of the Students Sample.

It is possible for a response to have acceptable form without having meaning.

Special Situation: Blanks If a student leaves a blank, try to determine whether (1st) the sentence has remained meaningful, (2nd) the meaning of the passage has been preserved, and/or (3rd) the sentence has remained syntactically acceptable without the omitted word. If yes to any of these, mark the appropriate column; if no, leave the columns unmarked. Credit has been given on the Student Sample for the blanks left for #25. In this sample, the blank left for #25 deserves credit for Meaningful in Passage and English Form. The blank left for #36 does not deserve credit.

Student Sample : Deleted words appear in parentheses

25, 26 ____ (so) that was it. "Bring it (her)

27, 28 to me. Maybe I can (can) think of a game that (she)

29 can play. She looks sad (lonesome)."

30 Teddy ran over to the (Alice), made a sweeping motion

31, 32 there (to) come, left her with girl (Thomas),

33 and hurried back to the (the) circle. Thomas smiled

34, 35 and shoved (patted) the step beside him. And (Alice)

36 sat on the very ____ (edge) like a butterfly ready

37, 38 to (to) take flight. Thomas wanted to (to)

39 give her a way to (to) speak to the other

A Hint on Scoring

I will try to give each of you many copies of the same cloze passage rather than randomly give you stories on the nine different levels. By confining your efforts to one or a few stories, you will get a better sense of context and therefore be better able to evaluate the meaningfulness of a response. I have found it a further aid to efficiency and accuracy if you score a number (say four) of student papers at the same time. In this fashion, you evaluate response #1 for each of the four students then do response two for each student, etc. This procedure decreases somewhat your need to refer constantly to the scoring key.

The attached scoring sheet shows how each of the 15 responses (in this sample excerpt) was coded.

Appendix F.? (Cont'd)

Cloze Passage Scoring Sheet

Student Sample # Department

Date Administered Reading Teacher

Level 7 Scored by Date

Student Entry	Scoring Verb.	M. Pas	M. Sen	Form E	Form S	Student Entry	Scoring Verb.	M. Pas	M. Sen	Form E	Form S
1.						51.					
2.						52.					
3.						53.					
4.						54.					
5.						55.					
6.						56.					
7.						57.					
8.						58.					
9.						59.					
10.						60.					
11.						61.					
12.						62.					
13.						63.					
14.						64.					
15.						65.					
16.						66.					
17.						67.					
18.						68.					
19.						69.					
20.						70.					
21.						71.					
22.						72.					
23.						73.					
24.						74.					
25. a		✓				75.					
26. it				✓		76.					
27. can	✓					77.					
28. that						78.					
29. sad		✓		✓		79.					
30. the						80.					
31. there						81.					
32. girl			✓		✓	82.					
33. the	✓					83.					
34. showed		✓		✓		84.					
35. And						85.					
36. a						86.					
37. to	✓					87.					
38. to	✓					88.					
39. to	✓					89.					
40.						90.					
41.						91.					
42.						92.					
43.						93.					
44.						94.					
45.						95.					
46.						96.					
47.						97.					
48.						98.					
49.						99.					
50.						100.					

		Verbatim	Mean. Passage	Mean. Sentence	Form English	Form Sign
Total Attempted ___	1/3( )					
Total in Passage ___	2/3( )			172		
	Full			148		

APPENDIX F.3: Instructions for Cloze Administration , Spring 1982

A. Materials you will need

1. Cloze booklets: The booklets for each class will be bundled separately and each child's name will appear on his/her booklet.

2. Sample paragraphs: Short Sample Cloze passages have been prepared for each class and these too will be included in the packet for that class. A suitable transparency of the sample will also be enclosed.

3. Additional copies of the test passages are available in Margaret's office, if you should need them.

4. Pictures from the Passages: A limited number of "high quality" copies of the pictures from the stories have been reproduced so that you may better assist students whose copies may be faded.

B. Orient the students before they begin work

1. Explain the purpose of the exercise: to find out what is the best way to help children learn to read. Some of the kids will have read the stories before.

2. Ask the students to write their department, teacher's name, and the date on the cover of the booklet next to their own names.

3. Explain the nature of the task
   a. Use phrases like:

      - "Supply the missing words"
      - "Find a word that fits"
      - "Put in what the writer forgot"
      - "Pretend this is a puzzle with missing pieces; you put in the pieces."

   b. Use the sample passages and the accompanying transparency to demonstrate and allow the students practice in completion of a passage. Try to let them succeed.

   c. Explain that no one single answer is correct; tell them to guess if they are unsure.

4. Direct the students to read completely through their passages before they actually begin making entries. For younger students you may wish to completely walk through "an inspection of the pictures that accompany the text; your "high quality" pictures will be used for this purpose.

5. Urge students to write or print legibly. Explain that they should use pencil so that they can return to change earlier answers.

C. Provide assistance during testing

1. Help with spelling. Explain to the students that you will help them spell words for which they request help although you will not supply the words themselves or their signs. Keep some paper handy so that you can spell the word for one child without influencing the responses of his/her classmates.

2. Urge kids to keep trying throughout the passage even though they are not sure of the exact response for each space. The younger the students, the more support will be required from you.

D. Collect completed passages.

1. Read quickly through each student's completed booklet. Identify garbled responses and ask the student to make the entries more legible.

2. Collect all booklets at the end of the period and return them to Len Kelly.

Special Directions for Oral/Signed Administration (Pre-School)

1. Administer to each child individually; find a location that lessens the chances that the child will be distracted.

2. Situate yourself and the student in such a way that pictures and text are visible to both of you.

3. Before beginning the story, pre-view the pictures with the child.

4. Sign the story to the student. When you come to one of the blanks, pause and ask the student to supply the missing word or "the word that comes next".

5. Write the word that the student suggests in the space provided. If it becomes necessary for you to supply a word, include your initials so that it can later be scored appropriately.

6. Integrate your signing of the test with opportunities for the student to inspect the pictures that accompany the text that you are signing.

7. Continue your signing until you have completed all three stories.

8. When you have completed the stories, sign the stories again including the child's responses. Ask the child if he/she wants to make any changes. You should revise the responses accordingly.

The Duck That Came for Dinner

(Level 3)

(25 points) Characters		Development	(25 points)
6	Bob	concerned about the	
6	Gary	birds, wanted to help	6
4	Mother	caring, understanding	
4	Father	helpful	4
4	bird	weak then became stronger	
		fond of life at the Hills	4
1	tv news reporter	concerned about birds	1

(50 points) Events:

8 There was an oil spill in the bay and many wild birds became covered with oil.

4 The birds couldn't fly or breathe well.

3 Bob and Gary Hill heard about it on TV and went to help clean off the birds.

5 The Hills used salad oil and corn meal to clean the birds.

5 The boys took the bird home to take care of him.

5 They built a pen for "Spunky" in the backyard, fed him and played with him often.

5 They took the bird back to the bay the next day but the bird returned to their house that evening.

5 Mr. Hill had a plan to feed him at the bay for several days hoping he'd finally stay there.

6 One morning when the Hills arrived there were many ducks at the bay. After Spunky got his food he flew away with the other birds.

4 Everyone felt better realizing the bird would be happier.

APPENDIX G.2: Student Learning Measures Collection Form

Student Learning Measures: Language Arts

1. Teacher Name _____

2. Dept. (Circle One); Pre., Prim., Elem., Mid.

3. Date _____

Directions: Please enter the requested data for each child to whom you teach reading. Len Kelly will contact you for the completed form on Friday, May 28th. Instructions for completing the form appear on the reverse side.

I	II				III		IV			V
	Story Retelling				S-F Reading Level		P-Level			Selection of Reading As An Activity (Circle One)
Students' Names	Score#1	Level	Score#2	Level	Start of year	present	Score	Date	Valid?	
(Sample) Jane Doe	76	14	60	15	12	15	4	10/81	Yes No	5 (4) 3 2 1 0 Always Never; N/
1.									Yes No	5 4 3 2 1 0 Always Never; N/
2.									Yes No	5 4 3 2 1 0 Always Never; N/
3.									Yes No	5 4 3 2 1 0 Always Never; N/
4.									Yes No	5 4 3 2 1 0 Always Never; N/
5.									Yes No	5 4 3 2 1 0 Always Never; N/
6.									Yes No	5 4 3 2 1 0 Always Never; N/
7.									Yes No	5 4 3 2 1 0 Always Never; N/
8.									Yes No	5 4 3 2 1 0 Always Never; N/
9.									Yes No	5 4 3 2 1 0 Always Never; N/
10.									Yes No	5 4 3 2 1 0 Always Never; N/
11.									Yes No	5 4 3 2 1 0 Always Never; N/
12									Yes No	5 4 3 2 1 0 Always Never; N/
13.									Yes No	5 4 3 2 1 0 Always Never; N/

Instructions for Completing this Form

I. Student's Names: Enter the names of all students for whom you are the principal Reading/Language Arts teacher.

II. Story Retelling

Score #1: Write the student's score for a recent formal story retelling
Level: Write the Scott-Forsman reading level of the story used for retelling #1.

Score #2: Write the score for an additional recent retelling.
Level: Again, write the Scott-Forsman level of the story used.

Important: Please use where possible the story scoring sheets/ protocols that are already on file in the Language Arts resource room.

III. Scott-Forsman Reading Level:
Start of Year: Write the Scott-Forsman level in which the child was working to start the school year.

Present: Write the student's present level in the Scott-Forsman series.

IV. P-Level
Score: Write the student's most recent P-Level

Date: Write the date (month and year) when the assessment was made.

Valid P: Is the most recent P-Level a valid reflection of the student's present language competence? Circle Yes or No. Take into account the time that has elapsed since the student's last assessment.

V. Selection of Reading as an Activity:

How frequently does the student voluntarily select reading as an independent activity during time in class? Circle one of the six response choices. Circle N/A (Not Applicable) if your class management plan does not include time for independent activity.

APPENDIX G.3: Interview Protocol

Student Attitude/Approach Toward Reading

Interviewer: _____ Date: _____

Student Name: _____

Directions to Interviewer: Please record the student's feelings about each statement by circling one of the response choices that are printed adjacent to each statement.

Part I: Student's perception of how often they observed reading behavior/ feelings:

AA = Almost Always
S = Sometimes
AN = Almost Never

1. I like to read on my own at home.	AA	S	AN
2. I try to learn new words while I am reading a story.	AA	S	AN
3. I try to guess what's coming up next in a story.	AA	S	AN
4. I skip words that I don't know.	AA	S	AN
5. I talk to friends or parents about what I read.	AA	S	AN
6. I find out how a new word is used in a story before trying to explain what it means.	AA	S	AN

Part II: Record student agreement (or disagreement) with each of the following by circling one of the three choices:

A = Agree
NS = Not Sure
D = Disagree

7. Reading is mostly for learning.	A	NS	D
8. Most stories are not worth finishing.	A	NS	D
9. I would like more time for reading during school.	A	NS	D
10. My teacher knows how well I can read.	A	NS	D
11. It is important to read every word correctly.	A	NS	D
12. I usually understand what I have read.	A	NS	D
13. Reading should stop during the summer.	A	NS	D
14. I like my teacher to read stories.	A	NS	D
15. Books are good presents.	A	NS	D

APPENDIX H.1:

Preliminary Conclusions and Recommendations for the KDES Language Arts Programs 1981-82. June, 1982

by
Len Kelly

Teachers have expressed a virtually unanimous willingness to adopt the technique of the Whole Language approach. In addition, the results show that a considerable number of the methods are being used correctly and frequently by the teachers. Students are also learning. In the Reading Comprehension sub-test of the SAT, for example, 82% of the students sampled surpassed the scale score at the 50th percentile. Performance in the Cloze passages demonstrated a willingness to take risks as well as sensitivity to syntactic and semantic cues present in text. Story Retelling scores showed that only two percent of the students are retelling at an ineffective level of competence. In short, there is reason for satisfaction.

There are also opportunities for improvement. The Levels of Use interviews revealed that teachers who are using all of the techniques in the desired fashion are somewhat in the minority. Ignorance of the essential components of the various techniques and difficulty in overcoming certain logistical and technical problems associated with use of the methods were evident in the responses of a number of teachers. In some cases they were aware of their problems and requested additional advice on the Whole Language principles presented this year or strategies for overcoming the practical problems. In other cases, however, the teachers were unaware that they were deviating from recommended practice.

As mentioned, substantial student learning is evident in the results and it seemed that the teachers who were most comfortable in their use of the technique were in charge of the most competent learners. Rather than the teacher being the primary force for change in these cases, however, the anecdotal comment by teachers suggest that the students' competence was the primary determinant; because their students were independent readers, the teachers found it easier to adopt the methods. When students were reading at a less-than-acceptable level, teachers expressed or demonstrated difficulty in fully adopting the techniques as presented in training. In spite of these problems, the interviews showed that few teachers are consistently sharing or acquiring information about the methods.

To capitalize more fully on the achievements of this past year the following recommendations are offered:

1. Teachers of low-achieving students should be shown how the Whole Language approach can be used to actively and effectively overcome their students' weaknesses.

2. The program would benefit from a concise summary of the essential elements of the different technique (Retelling, Promoting, Prediction, Introducing a story) and the Whole Language philosophy.

These summaries would allow teachers to monitor themselves. The component checklists used in this evaluation might serve as a basis for this. Most of the essential principles of the Whole Language philosophy are already contained in the booklet "A Climate for Reading", which was not heavily promoted this year.

3. It seems prudent to avoid "breaking new ground" with the teachers if an excessive number of new uncertainties will be created. Teachers need to refine their original techniques to the point that they can feel good about their skills.

4. As a corollary, a system should be established to monitor, correct, and encourage teacher use of the techniques. This system would be less watchdog and more St. Bernard.

5. The program might consider altering the qualitative scale associated with Story Retelling. Teachers feel that it gives an artificially inflated impression of competence; the empirical evidence (only 2 % ineffective) seems to corroborate their feelings.

6. The program should find ways to overcome common teacher logistical problems: missing retelling protocols, class management during retelling, provide more time for evaluation activities, etc.

7. Specify the role of the curriculum guide (presently used by very few teachers) and apportion resources to its refinement according to its value to the program.

8. Training should emphasize how the techniques meet the needs of the students.

N.B. Special thanks is accorded to Asha Adam for her work both on this report and on all the papers, forms, and test that were used to gather the data. Without her effort under short time-lines the present report would not be available.

GALLAUDET COLLEGE
KENDALL GREEN, WASHINGTON, D.C. 20002

INSTRUCTIONAL DEVELOPMENT
AND EVALUATION CENTER

September 17, 1982

MEMORANDUM

TO: Phillip Saif, Director of Curriculum

FROM: Len Kelly

SUBJECT: Curriculum Evaluation Synopsis

I am responding to John Convey's recent request for a summary of the principal conclusions and consequent recommendations for future action resulting from last year's evaluation of the four curriculum areas. Preparation of this report included consultation with the principals in each of the four curriculum areas: Carolyn Ewoldt, Margaret Hallau, and Martha Manson in Language Arts; Barbara Riggs and Carol Cooper in Science; Bette Landish and Don Mahoney in Social Studies; and Phil Mackall in Math. It is they who deserve credit for the value of the present information, and I strongly urge that they be included in final decisions relative to action in their respective specialities.

The report is divided into four sections, one for each of the content areas; each section provides Major Findings/Conclusions and consequent Recommendations. Some of the recommendations have already been implemented. The information that appears is intended only to promote discussion; supporting data, although available from the different teams, is not provided below. A reading of this report without a full understanding of that caveat could lead to a misinterpretation of its contents.

Equal Opportunity Employer

MEMO

TO: Phillip Saif
FROM: Len Kelly
RE: Curriculum Evaluation Synopsis
DATE: Sept. 17, 1982
Page Two

MATHEMATICS

Major Findings/Conclusions: Teachers' use of the Mathematics guide was low. They expressed ignorance of "what comes next", i.e. the relationship among the objectives. In certain skill areas, e.g. Geometry, it was observed that materials and activities were lacking. In addition, in a number of cases, there was a lack of consistency between the objectives listed in the guide and the test items available in the various textbooks.

Recommendations:

1. Develop criterion-referenced test items.
2. Develop a map that displays a possible sequence of objectives.
3. Hold workshops/sharing sessions for teachers demonstrating use of the guide, generating additional activities, and presenting common themes.
4. Monitor and evaluate use of materials and activities.
5. Evaluate the scope and sequence rating (A,L,R) for each objective within each department.
6. Evaluate existing MRC materials and purchase new materials for Math areas (such as Geometry) that are presently under-supplied.

SCIENCE

Major Findings/Conclusions: Teachers reported teaching only 73 of the 128 objectives listed in the guide. Most of those attempted in class were confined to the lower levels of the Piagetian scheme, Pre-operational and Transition to Concrete; unpopular content areas (strands) included Climatology and Oceanography (36% of the objectives were tried) and Geology (24%) in contrast to Human Reproduction (90%). Teachers expressed difficulty coordinating the guide's objectives with textbooks and materials available in the school and reported that the guide was used rarely or never as a tool for their planning of lessons.

Recommendations:

1. Continue the evaluation this year to provide additional feedback.
2. Encourage teachers to progress through an entire Piagetian level in all content areas before moving to a higher level.
3. Promote use of conversion sheets that show parallels between the guide and available textbooks.

MEMO

TO: Phillip Saif
FROM: Len Kelly
RE: Curriculum Evaluation Synopsis
DATE: Sept. 17, 1982

4. Cross-reference objectives to show how teaching of one objective promotes others simultaneously.
5. Involve teachers in clarification of sub-objectives that are subordinate to terminal objectives.
6. Identify or purchase materials and generate activities and units to supplement textbook.
7. Make departments aware of competencies expected of students as the children exit each department.

SOCIAL STUDIES

Major Findings/Conclusions: Prompted by the intensity of teacher exasperation expressed in the December 1981 data collection, the Social Studies guide became the focus of an evaluation/revision effort that was separate and different from the other three curriculum areas. In January, Bette Landish and Sara Gillespie began to address teachers' concerns; these included concern that the guide's 60 objectives were too broad, frustration that the guide did not relate to a favored textbook series, observations that units on deaf culture were lacking, and feelings that the guide's activities were unsuited to the language level of their students. Bette and Sara augmented this information with teacher interviews and then set about revising the guide. Many of the original shortcomings have already been corrected.

Recommendations:

1. Evaluate the revised guide.
2. Collect teacher generated activities related to the guide's objectives.
3. Continue the refinement of the guide pursuant to the revision goals identified by Bette Landish and Sara Gillespie.

LANGUAGE ARTS

Major Findings/Conclusions: At the conclusion of the school year, the faculty expressed their acceptance of the Whole Language approach. The teachers who are using all of the recommended techniques, however, are somewhat in the minority. Some seemed unaware of the problem; others openly confessed their need for additional advice. Teacher comments and student performance suggested that adoption of the approach was easier for teachers of the better reading students. Frequency of teacher use of the curriculum guide seemed unrelated to either the teacher's level of implementation or his/her favorable

MEMO

TO: Phillip Saif
FROM: Len Kelly
RE: Curriculum Evaluation Synopsis
DATE: Sept. 17, 1982

perceptions of the guide's characteristics. Finally, these observations do not refer to the Middle School department, in which a much more gradual implementation was planned.

Some of these problems have been at least partly addressed since the time that they were presented in June.

Recommendations:

1. Because the Whole Language technique was not fully implemented last year, it seems appropriate to evaluate it this year, as implementation becomes more complete.
2. Specify the role and expected use of the curriculum guide.
3. Demonstrate how the Whole Language techniques can be adapted to help low-achieving students.
4. Find ways to overcome common teacher logistical problems such as missing re-telling protocols.
5. Augment the writing dimension of the Whole Language approach.
6. Now that teachers are becoming more comfortable with Whole Language it may be opportune to specify more clearly to all departments the desired array of teaching practices. Also helpful would be a system for encouraging, monitoring, and refining teachers' use of these practices in all departments.